# DOCUMENT RESUME

ED 229 502 AA 001 114

Resources in Education (RIE). Volume 18, Number 10.
**Educational Resources Information Center (ED/NIE), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $95.00 (Domestic), $118.75 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

*Griffith, William S.; Roberts, Pearl J.*
Adult Education.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Adult Education; *Educational Research; *Foreign Countries; Research Methodology; *Research Needs; *Research Problems; State of the Art Reviews
IDENTIFIERS- *Canada

Because more adults pursue systematic education in other than the traditional educational institutions, the collection of baseline data on participation, participants, programs, and providers poses a difficult challenge. A 1970-71 survey found that preparing full-time researchers was not identified as the primary purpose of any adult education training program, a finding consistent with the relatively low research emphasis and productivity of the field. Canadian efforts to compile and analyze adult education research have shown that the descriptive method is most widely employed, and experimental and theoretical research is scarce. Researchers represented a wide range of subject matter specializations; however, most had not had formal training in research methodology. Main focuses of the research have been particular movements and organizations, participation, methods, and theory of education. During the last decade, the Canadian provinces have become increasingly interested in studying adult education and formulating policy for its support and operation. Research topics have included adult education provisions, organization, and program coordination. Two kinds of action have been identified to increase the quantity, quality, and utility of Canadian adult education research: support of selected areas of research with marked utility for Canadian society and an improved research system. (YLB)

ED 229 504 CE 032 708

Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin State Occupational Information Coordinating Council, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.**

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
GRANT- 99-0-1449-17-17
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Career Counseling; Career Guidance; Career Planning; Careers; Computer Oriented Programs; *Databases; Employment Qualifications; Information Systems; *Occupational Clusters; *Occupational Information; Occupational Surveys; *Occupations; Online Systems; Reference Services
IDENTIFIERS- Career Information Delivery Systems; Dictionary of Occupational Titles; *Standard Occupational Classification

"Classification Structures for Career Information" was created to provide Career Information Delivery Systems (CIDS) staff with pertinent and useful occupational information arranged according to the Standard Occupational Classification (SOC) structure. Through this publication, the National Occupational Information Coordinating Committee provides technical assistance to states to assist them in converting their existing CIDS to a SOC structure. A secondary purpose of the publication is to provide counselors with a compendium of occupational information compiled from a great variety of sources. The publication is organized in three volumes. This first volume, divided into three parts, contains the 1980 Standard Occupational Classification (SOC) codes and titles in a four-level taxonomy. Subtitled "Occupational Statements," this volume is primarily designed for counselor/client use. It also contains information useful to people using the SOC to classify information obtained from surveys, preparing information for a CIDS, or for other technical purposes. The Occupational Statements contain a brief guidance-oriented definition for each of the 834 categories contained in the 1980 SOC. Each definition is identified with both the SOC title and its code. In those cases where a SOC category has been assigned Dictionary of Occupational Titles (DOT) codes and titles, this additional information is included: sample work activities, hours of work, travel, and sample places of work. This document contains part 1 of volume 1--SOC numbers 1099 (executive, administrative, and managerial occupations) to 4490 (sales occupations). (KC)

ED 229 505 CE 032 709

# Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin State Occupational Information Coordinating Council, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.**

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
GRANT- 99-0-1449-17-17
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Career Counseling; Career Guidance; Career Planning; Careers; Computer Oriented Programs; *Databases; Employment Qualifications; Information Systems; *Occupational Clusters; *Occupational Information; Occupational Surveys; *Occupations; Online Systems; Reference Services
IDENTIFIERS- Career Information Delivery Systems; Dictionary of Occupational Titles; *Standard Occupational Classification

"Classification Structures for Career Information" was created to provide Career Information Delivery Systems (CIDS) staff with pertinent and useful occupational information arranged according to the Standard Occupational Classification (SOC) structure. Through this publication, the National Occupational Information Coordinating Committee provides technical assistance to states to assist them in converting their existing CIDS to a SOC structure. A secondary purpose of the publication is to provide counselors with a compendium of occupational information compiled from a great variety of sources. The publication is organized in three volumes. This first volume, divided into three parts, contains the 1980 Standard Occupational Classification (SOC) codes and titles in a four-level taxonomy. Subtitled "Occupational Statements," this volume is primarily designed for counselor/client use. It also contains information useful to people using the SOC to classify information obtained from surveys, preparing information for a CIDS, or for other technical purposes. The Occupational Statements contain a brief guidance-oriented definition for each of the 834 categories contained in the 1980 SOC. Each definition is identified with both the SOC title and its code. In those cases where a SOC category has been assigned Dictionary of Occupational Titles (DOT) codes and titles, this additional information is included: sample work activities, hours of work, travel, and sample places of work. This document contains part 2 of volume I--SOC numbers 4499 (administrative support occupations) to 6560 (mining occupations). (KC)

ED 229 506 CE 032 710

Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin State Occupational Information Coordinating Council, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.**

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
GRANT- 99-0-1449-17-17
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Career Counseling; Career Guidance; Career Planning; Computer Oriented Programs; *Databases; Information Systems; *Occupational Clusters; *Occupational Information; *Occupations; Online Systems; Reference Services
IDENTIFIERS- Career Information Delivery Systems; Dictionary of Occupational Titles; *Standard Occupational Classification

"Classification Structures for Career Information" was created to provide Career Information Delivery Systems (CIDS) staff with pertinent and useful occupational information arranged according to the Standard Occupational Classification (SOC) structure. Through this publication, the National Occupational Information Coordinating Committee provides technical assistance to states to assist them in converting their existing CIDS to a SOC structure. A secondary purpose of the publication is to provide counselors with a compendium of occupational information compiled from a great variety of sources. The publication is organized in three volumes. This first volume, divided into three parts, contains the 1980 Standard Occupational Classification (SOC) codes and titles in a four-level taxonomy. Subtitled "Occupational Statements," this volume is primarily designed for counselor/client use. It also contains information useful to people using the SOC to classify information obtained from surveys, preparing information for a CIDS, or for other technical purposes. The Occupational Statements contain a brief guidance-oriented definition for each of the 834 categories contained in the 1980 SOC. In those cases where a SOC category has been assigned Dictionary of Occupational Titles (DOT) codes and titles, this additional information is included: sample work activities, hours of work, travel, and sample places of work. This document contains part 3 of volume I--SOC numbers 6699 (precision production occupations) to 9900 (miscellaneous occupations); and a numeric index. (KC)

ED 229 507 CE 032 711

# Classification Structures for Career Information: Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin State Occupational Information Coordinating Council, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.**
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
GRANT- 99-0-1449-17-17
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Career Counseling; Career Guidance; Career Planning; Careers; Computer Oriented Programs; *Databases; Employment Qualifications; Information Systems; *Occupational Clusters; *Occupational Information; Occupational Surveys; *Occupations; Online Systems; Reference Services
IDENTIFIERS- Career Information Delivery Systems; *Dictionary of Occupational Titles; *Standard Occupational Classfication

"Classification Structures for Career Information" was created to provide Career Information Delivery Systems (CIDS) staff with pertinent and useful occupational information arranged according to the Standard Occupational Classification (SOC) structure. Through this publication, the National Occupational Information Coordinating Committee provides technical assistance to states to assist them in converting their existing CIDS to a SOC structure. A secondary purpose for the publication is to provide counselors with a compendium of occupational information compiled from a great variety of sources. The publication is organized in three volumes. This second volume, divided into four parts, contains technical information about the individual occupations assigned to each SOC category. It is intended primarily for technicians who prepare information for a CIDS or other professionals working with occupational information. Subtitled, "Occupational Characteristics," this volume contains guidance-oriented, descriptive statements for each occupation. Each SOC category is identified, along with all of its assigned Dictionary of Occupational Titles (DOT) codes, and other crosswalk codes. Composite classification tables provide an overview or summary of the characteristics associated with the DOT titles assigned to the SOC codes. (This document, part 1 of volume 2, contains characteristics for SOC numbers treated in the range 1099 to 4490.) (KC)

ED 229 508 CE 032 712

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin State Occupational Information Coordinating Council, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.**

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
GRANT- 99-0-1449-17-17
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Career Counseling; Career Guidance; Career Planning; Careers; Computer Oriented Programs; *Databases; Employment Qualifications; Information Systems; *Occupational Clusters; *Occupational Information; Occupational Surveys; *Occupations; Online Systems; Reference Services
IDENTIFIERS- Career Information Delivery Systems; *Dictionary of Occupational Titles; *Standard Occupational Classification

"Classification Structures for Career Information" was created to provide Career Information Delivery Systems (CIDS) staff with pertinent and useful occupational information arranged according to the Standard Occupational Classification (SOC) structure. Through this publication, the National Occupational Information Coordinating Committee provides technical assistance to states to assist them in converting their existing CIDS to a SOC structure. A secondary purpose for the publication is to provide counselors with a compendium of occupational information compiled from a great variety of sources. The publication is organized in three volumes. This second volume, divided into four parts, contains technical information about the individual occupations assigned to each SOC category. It is intended primarily for technicians who prepare information for a CIDS or other professionals working with occupational information. Subtitled "Occupational Characteristics," this volume contains guidance-oriented, descriptive statements for each occupation. Each SOC category is identified, along with all of its assigned Dictionary of Occupational Titles (DOT) codes, and other crosswalk codes. Composite classification tables provide an overview or summary of the characteristics associated with the DOT titles assigned to the SOC codes. (This document, part 2 of volume 2, contains characteristics for SOC numbers treated in the range 4499 to 6560.) (KC)

ED 229 509 CE 032 713

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin State Occupational Information Coordinating Council, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.**

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
GRANT- 99-0-1449-17-17
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Career Counseling; Career Guidance; Career Planning; Careers; Computer Oriented Programs; *Databases; Employment Qualifications; Information Systems; *Occupational Clusters; *Occupational Information; Occupational Surveys; *Occupations; Online Systems; Reference Services
IDENTIFIERS- Career Information Delivery Systems; *Dictionary of Occupational Titles; *Standard Occupational Classification

"Classification Structures for Career Information" was created to provide Career Information Delivery Systems (CIDS) staff with pertinent and useful occupational information arranged according to the Standard Occupational Classification (SOC) structure. Through this publication, the National Occupational Information Coordinating Committee provides technical assistance to states to assist them in converting their existing CIDS to a SOC structure. A secondary purpose for the publication is to provide counselors with a compendium of occupational information compiled from a great variety of sources. The publication is organized in three volumes. This second volume, divided into four parts, contains technical information about the individual occupations assigned to each SOC category. It is intended primarily for technicians who prepare information for a CIDS or other professionals working with occupational information. Subtitled "Occupational Characteristics," this volume contains guidance-oriented, descriptive statements for each occupation. Each SOC category is identified, along with all of its assigned Dictionary of Occupational Titles (DOT) codes, and other crosswalk codes. Composite classification tables provide an overview or summary of the characteristics associated with the DOT titles assigned to the SOC codes. (This document, part 3 of volume 2, contains characteristics for SOC numbers treated in the range 6699 to 7679.) (KC)

ED 229 510 CE 032 714

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin State Occupational Information Coordinating Council, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.**

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
GRANT- 99-0-1449-17-17
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Career Counseling; Career Guidance; Career Planning; Careers; Computer Oriented Programs; *Databases; Employment Qualifications; Information Systems; *Occupational Clusters; *Occupational Information; Occupational Surveys; *Occupations; Online Systems; Reference Services

IDENTIFIERS- Career Information Delivery Systems; *Dictionary of Occupational Titles; *Standard Occupational Classification

"Classification Structures for Career Information" was created to provide Career Information Delivery Systems (CIDS) staff with pertinent and useful occupational information arranged according to the Standard Occupational Classification (SOC) structure. Through this publication, the National Occupational Information Coordinating Committee provides technical assistance to states to assist them in converting their existing CIDS to a SOC structure. A secondary purpose for the publication is to provide counselors with a compendium of occupational information compiled from a great variety of sources. The publication is organized in three volumes. This second volume, divided into four parts, contains technical information about the individual occupations assigned to each SOC category. It is intended primarily for technicians who prepare information for a CIDS or other professionals working with occupational information. Subtitled "Occupational Characteristics," this volume contains guidance-oriented, descriptive statements for each occupation. Each SOC category is identified, along with all of its assigned Dictionary of Occupational Titles (DOT) codes, and other crosswalk codes. Composite classification tables provide an overview or summary of the characteristics associated with the DOT titles assigned to the SOC codes. (This document, part 4 of volume 2, contains characteristics for SOC numbers treated in the range 7700 to 9900.) (KC)

ED 229 511 CE 032 715

Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.; Wisconsin State Occupational Information Coordinating Council, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.**

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
GRANT- 99-0-1449-17-17
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Career Counseling; Career Guidance; Career Planning; Careers; Computer Oriented Programs; *Databases; Definitions; Employment Qualifications; Information Systems; *Occupational Clusters; *Occupational Information; Occupational Surveys; *Occupations; Online Systems; Reference Services
IDENTIFIERS- Career Information Delivery Systems; *Dictionary of Occupational Titles; *Standard Occupational Classification

"Classification Structures for Career Information" was created to provide Career Information Delivery Systems (CIDS) staff with pertinent and useful occupational information arranged according to the Standard Occupational Classification (SOC) structure. Through this publication, the National Occupational Information Coordinating Committee (NOICC) provides technical assistance to states to assist them in converting their existing CIDS to a SOC structure. A secondary purpose for the publication is to provide counselors with a compendium of occupational information compiled from a great variety of sources. The publication is organized in three volumes. This third volume, subtitled "Technical Information," contains detailed explanations of the Dictionary of Occupational Titles (DOT) occupational and educational classification systems, suggested uses for the entire publication, a brief glossary of terms, and a bibliography. (KC)

ED 229 512 CE 033 683

*Warta, Marjorie Hamon*
Management Functions of Secondary Vocational Teachers in Kansas with Implications for Pre-Service and In-Service Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Administration; Inservice Teacher Education; Management Development; *Noninstructional Responsibility; Preservice Teacher Education; *Program Administration; Questionnaires; Secondary Education; Teacher Responsibility; *Teacher Role; Teaching Skills; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Kansas; *Management Skills

A questionnaire was used to investigate the management functions of secondary vocational teachers in Kansas in relation to functions performed, self-perceived competency, time commitment, and the need for more training in the selected management functions. Data were collected from 132 agriculture, business, distributive education, home economics, and trades and industry teachers. The educational level of the respondents was found to determine the number of the 43 management functions which they performed, as more of the functions were performed by teachers with a higher educational level. As the size of the school's enrollment increased, the self-perceived competence level increased. Educational level was also significant, with the self-perceived competence level of the management function increasing with more education. There were significant positive correlations between the self-perceived competence level of teachers' management functions and their need for additional training and also between time commitment and competence level. Implications from the research for preservice and inservice education were that inservice must be planned around different models taking into consideration such variables as number of teachers, teachers' time commitments, and size of schools, and inservice should be planned to build on teachers' strengths or to meet stated needs. (The questionnaire is appended.) (YLB)

Education, Productivity and the National Economy. A Research Initiative of the National Institute of Education.
**National Inst. of Education (ED), Washington, DC.**
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Economic Development; Economic Progress; Economic Research; Educational Research; Education Work Relationship; Elementary Secondary Education; Higher Education; Linking Agents; Policy Formation; *Productivity; Program Descriptions; *Program Development; Research Methodology; Research Needs; *Research Projects; *School Role
IDENTIFIERS- *National Institute of Education

Economists agree neither on the means for assessing education's contribution to the growth of productivity in the national economy nor on the role of education in the recent slowdown in productivity growth. Consequently, neither economists nor educators can confidently recommend a set of policies that will clearly lead to increases in education's contribution to productivity growth. In response to this need, the National Institute of Education (NIE) has begun a research program to explore the links between education and productivity, to develop improved methodology for conducting research in the field, and to examine a range of policy alternatives for increasing education's contribution to productivity growth. As a first step in addressing these research problems and policy issues, the NIE has commissioned six papers and plans to hold a conference in 1982 on education's contribution to productivity. Titles of the papers commissioned include "New Research Approaches to Measuring the Impact of Education on Productivity: The Growth Accounting Framework," by Dale Jorgenson; "Guides for the Development of Educational Policy: Equity, Efficiency, and the Measurement of Educational Quality," by W. Lee Hansen; "An Assessment of Existing Approaches to Measuring the Impact of Education on Productivity," by Finis Welch; "The Effects of Education on Productivity through Its Effects on Innovation and Research and Development," by Edwin Mansfield; "Education, Organization Design, and Productivity," by Edward E. Lawler, and "Private and Social Returns to Investment in Education and Implications for Productivity Growth," by Robert H. Haveman and Barbara L. Wolfe. (MN)

ED 229 514 CE 034 553

*Dean, Ed*
The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 12 Nov 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Economic Development; Economic Progress; *Economic Research; Educational Finance; *Educational Research; Elementary Secondary Education; Federal Aid; Government Role; Higher Education; Literature Reviews; Needs Assessment; Outcomes of Education; Policy Formation; Position Papers; *Productivity; *Research Design; Research Methodology; *Research Needs; Research Problems; Research Projects; *School Role
IDENTIFIERS- Economic Growth; Growth Accounting; *National Institute of Education

Recent research leaves unsettled the role of education in the recent fall of productivity growth. Part of this dilemma is due to two major methodological problems in the estimation of education's contribution to productivity growth: the methods for deriving weights for returns to education, and the interaction among education and other factors influencing the quality of labor. To reduce these problems, researchers must derive alternative methods for growth-accounting research. New policies to increase productivity should be examined within a context that accords high priority to two policy concerns: equity and the level of government expenditure. Other areas to be examined include the disaggregation of returns to education, links between education and work, federal spending on education, education and taxes, and the effectiveness of schooling. The National Institute of Education can play one of several roles in resolving these methodological issues. For example, it could focus on a reexamination of the role of education in growth accounting, or it could examine a large number of the research issues relevant to the role of education in productivity growth, including the policy issues mentioned above. (This analysis is one in a series on the relationship between productivity and education.) (MN)

# DOCUMENT RESUME

ED 229 515 CE 034 554

*Jorgenson, Dale W.*
The Contribution of Education to U.S. Economic Growth, 1948-1973.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Capital; *Cost Effectiveness; Demography; *Economic Development; Economic Progress; Economic Research; Educational Attainment; *Educational Benefits; Educational Finance; Educational Research; Elementary Secondary Education; Employment Level; Higher Education; Human Capital; Income; Investment; Labor Force; Labor Force Development; *Outcomes of Education; *Productivity; *School Role
IDENTIFIERS- *Economic Growth; Economic Impact Studies

A study analyzed the contributions of education to U.S. economic growth during the years 1948 to 1973. By allocating the growth of the quality of labor input among the contributions of changes in the composition of the labor force by sex, age, education, employment status, and occupation, researchers were able to separate the contribution of education to economic growth from the contributions of other changes in the composition of the labor force. They concluded that investment in education is very large by comparison with labor market input, amounting to 5.13 times labor input in 1973. The rate of growth for investment is twice as high as that of labor input. Investment is highest for elementary education, next to highest for secondary education, and lowest for higher education. Another finding of the study is that while the value of investment per student in constant price rises for males and females with elementary and secondary education, this value peaked for college trained males in 1955 and for college trained females in 1950. (This study is one in a series on the relationship between education and productivity.) (MN)

ED 229 516 CE 034 555

*Haveman, Robert; Wolfe, Barbara*

Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Economic Research; *Economic Status; Educational Attainment; *Educational Benefits; Educational Research; Elementary Secondary Education; Employment Level; Employment Patterns; Family Structure; Higher Education; Human Capital; Income; Literature Reviews; *Outcomes of Education; *Productivity; *Quality of Life; Research Methodology; Research Needs; Research Problems; Salary Wage Differentials; *School Role
IDENTIFIERS- Economic Impact Studies

The human capital and growth accounting approaches to measuring the benefits of education both have serious weaknesses. Like other goods and services, educational services have effects on the economic well-being of individuals and families. Because the economic well-being effects of education include private marketed and non-marketed impacts as well as external or public impacts, estimates of the aggregate value of educational services must encompass all of these. To obtain a true understanding of the effects of education on productivity, various non-marketed, private returns must be considered, including the health and fertility effects of education, effects on the value of home time of mothers, effects on criminal behavior, and effects deriving from the impact of education on the earnings distribution. A review of the existing literature on the effects of education in these areas supports the hypothesis that the provision of education services is likely to have a larger impact on economic well-being than is estimated by studies based upon the direct returns or growth accounting frameworks. Therefore, researchers must develop means to measure the full willingness to pay for educational services. (This study is one in a series on the relationship between education and productivity.) (MN)

ED 229 517 CE 034 556

*Mansfield, Edwin*
Education, R and D, and Productivity Growth. Revised.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Jan 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Economic Development; Economic Progress; *Economic Research; Educational Attainment; *Educational Benefits; Educational Research; Elementary Secondary Education; Higher Education; Human Capital; Innovation; Labor Force; Labor Needs; Linking Agents; Needs Assessment; Position Papers; *Productivity; *Research Needs; *School Role; Scientists; State of the Art Reviews; Technical Occupations; Technological Advancement

In recent years economists have attempted to estimate the private and social rates of return from investments in education. Another area that must be considered is the effect of education on the rate of technological change and on capital formation. Still another factor that must be taken into account is the organization of education and research and development (R&D). Because education contributes to economic growth by influencing the rate of diffusion of innovations and because American educational institutions influence the diffusion process directly as well as via their students, government and industry must cooperate to develop R&D efforts that focus on future demands and training programs for researchers and scientists. Among the types of studies that are particularly needed are the following: econometric productivity studies that include education; investigations of the educational level of inventors; examinations of the effect of educational levels on the nature end shape of learning curves; analyses of the relationship between the educational level and speed of response to innovations; and constructions of simple mathematical models relating educational levels, the rate of diffusion of new technology, and the rate of economic growth. (This analysis is one in a series on the relationship between education and productivity.) (MN)

ED 229 518 CE 034 632

Arizona Business Occupations Common-Core Competency Modules.

**Arizona State Dept. of Education, Phoenix.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Arithmetic; Behavioral Objectives; Business Correspondence; *Business Education; Business Skills; Clerical Occupations; *Communication Skills; Competency Based Education; Core Curriculum; Employment Interviews; *Human Relations; Interpersonal Relationship; *Job Application; Job Skills; Learning Activities; Learning Modules; *Minimum Competencies; Office Occupations; Postsecondary Education; Pretests Posttests; Secondary Education; *Telephone Usage Instruction
IDENTIFIERS- Arizona; *Business Mathematics

These 12 modules of instruction are designed to aid business teachers by providing the common core, minimum skill-level competencies identified as basic to all business careers. Materials are adaptable to individualized, small group, or traditional classroom instruction. The modules are divided into five categories of basic skills: business math/machines (addition, division, multiplication, and subtraction), communication arts (following directions, handwriting, and spelling), human relations (personal skills, job keeping skills, and job interviewing), applying for a job (job application and job interviewing), and telephone techniques. Each module may contain some or all of the following components: instructor information sheet (with competency, suggested criterion, teaching suggestions, and notes), student materials (instruction sheet with competency, purposes, and checklist of learning activities), information sheets (some with exercises), worksheets with answer keys, a pretest, a posttest, and answer keys. (YLB)

ED 229 519 CE 034 697

# Proceedings of the Annual National Agricultural Education Research Meeting (9th, St. Louis, Missouri, December 3, 1982).

**American Vocational Association, Arlington, VA. Agricultural Education Div.**
PUB DATE- 3 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Agricultural Education; Comparative Analysis; Educational Needs; *Educational Research; Education Work Relationship; Information Dissemination; Inservice Teacher Education; Instructional Materials; Job Satisfaction; Longitudinal Studies; National Surveys; Outcomes of Education; Preservice Teacher Education; Program Improvement; *Research Design; *Research Methodology; *Research Projects; Secondary Education; Supervised Farm Practice; Teacher Attitudes; Teacher Morale; *Vocational Education

These proceedings contain the texts of 29 papers presented at the ninth Annual Agricultural Education Research Meeting. During the five sessions of the conference, various areas of agricultural education were addressed, such as inservice education, job satisfaction and morale, teacher concerns, national issues, program improvement, preservice education, education and work transitions, instructional materials, and supervised occupational experience (SOE) programs. The following are typical individual papers delivered at each of the nine theme sessions of the meeting: "A Systematic Approach to Identifying Technical Inservice Needs of Teachers," by R. Kirby Barrick; "A Comparison of Perceived Job Satisfaction of Nonvocational and Vocational Teachers," by Joe W. Kotrlik, Steve Woodley, and Annette Sharp; "Perceptions of the Value of Extended Service in Horticulture," by Larae Watkins; "A National Survey of Student Misbehavior in Agricultural Education," by William G. Camp and James M. Garrison; "An Assessment of Vocational Agriculture Programs as Perceived by Female Students," by Marvin J. Cepica and Thomas A. Quarels; "Agricultural Education Preservice Instruction for Teaching Handicapped Students," by Anthony Mallilo; "Factors Relating to the Job Placement of Former Secondary and Postsecondary Vocational Education Students," by Floyd L. McKinney and Ida M. Halasz; "The Impact of Programatic SOE Instruction on the Self-Image of Students," by Carlton E. Morris and David L. Williams; and "Student Benefits from School Farm Activities as Perceived by Administrators and Instructors," by David A. McCarthy and David L. Williams. Discussant papers are also included. (MN)

ED 229 520 CE 034 702

Food Service Worker. A Competency Based Instructor's Guide Including Student Modules for Food Management, Production and Services.

**Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.; Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.**

PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Education; Competency Based Education; *Cooking Instruction; Course Descriptions; Curriculum Guides; *Food; *Food Service; *Foods Instruction; Guidelines; *Home Economics Education; Home Economics Skills; Postsecondary Education; *Program Implementation; Secondary Education
IDENTIFIERS- *Food Production

This instructor's guide is designed to accompany a set of 52 competency-based modules dealing with food management, production, and service. It is part of an instructional package that is intended to be taught in secondary and postsecondary vocational programs in Tennessee. Following a brief outline of the development of the curriculum, the development of the guide is discussed. Included in ths guide are an introduction to the teacher, directions for using the teacher modules, a learning hierarchy, a description of format of the teacher modules, module format examples, a note on competency-based instruction, a course map for a basic level course, a course map for an advanced level course, a master competency statement list, and a master task list. A list of references for the Food Service Curriculum Project, that appeared originally after module 52, has been relocated to a more appropriate site at the back of this document. (MN)

ED 229 521 CE 034 703

Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculum.

**Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.**

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

PUB DATE- Jun 81

LANGUAGE- English

EDRS Price - MF02/PC20 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Behavioral Objectives; Career Education; Cleaning; Communication Skills; *Cooking Instruction; Curriculum Guides; Employment Opportunities; Equipment Utilization; Fire Protection; First Aid; *Food; *Food Service; *Foods Instruction; *Home Economics Education; Home Economics Skills; Housekeepers; Human Relations; Hygiene; Individual Development; Instructional Materials; Job Search Methods; Job Skills; Learning Activities; Learning Modules; Mathematics; Postsecondary Education; *Program Implementation; Safety; Sanitation; Secondary Education

IDENTIFIERS- *Food Production; Recipes (Food)

These 17 teacher modules are part of a curriculum dealing with food management, production, and services that was developed for use in secondary and postsecondary vocational programs in Tennessee. Covered in the individual modules are food service careers, math skills, reading and converting recipes, work simplification, self-development, communication skills, personal grooming, job procurement skills, fire safety, first aid, food handling, cleaning and sanitation, housekeeping, large and small equipment, and utensils and tools. Each module contains the following components: a cover page that indicates the module name and competency area; a competency statement; a list of tasks addressed in the unit; specific student performance standards; performance objectives and enabling objectives; individual, group, and enrichment process sheets; a pretest; a student guide sheet; information sheets; worksheets; a posttest; a final checkout performance evaluation; a worksheet and evaluation key; and a list of resource items. (MN)

ED 229 522 CE 034 704

Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curriculum.
**Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.**
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cooking Instruction; Curriculum Guides; Equipment Utilization; *Food; *Food Service; *Foods Instruction; Food Standards; Grains (Food); *Home Economics Education; Home Economics Skills; Learning Modules; Meat; Postsecondary Education; *Program Implementation; Secondary Education
IDENTIFIERS- *Food Production; Vegetables

These 17 teacher modules are part of a curriculum dealing with food management, production, and services that was developed for use in secondary and postsecondary vocational programs in Tennessee. Covered in the individual modules are hand cutlery, breakfast items, grain products, vegetables, salad dressing, meats, stock, soups, sauces, garnishes, appetizers, cakes, and cookies. Each module contains the following components: a cover page that indicates the module name and competency area; a competency statement; a list of tasks addressed in the unit; specific student performance standards; performance objectives and enabling objectives; individual, group, and enrichment process sheets; a pretest; a student guide sheet; information sheets; worksheets; a posttest; a final checkout performance evaluation; a worksheet and evaluation key; and a list of resource items. (MN)

ED 229 523 CE 034 705

Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curriculum.

**Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.**

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cooking Instruction; Curriculum Guides; *Food; *Food Service; *Foods Instruction; Food Standards; *Home Economics Education; Home Economics Skills; Labor; Learning Modules; Money Management; Motivation Techniques; Postsecondary Education; *Program Implementation; Secondary Education; Training Methods
IDENTIFIERS- *Food Production

These 18 teacher modules are part of a curriculum dealing with food management, production, and services that was developed for use in secondary and postsecondary vocational programs in Tennessee. Covered in the individual modules are quickbreads, pies, icings and toppings, specialty cakes, specialty desserts, yeast products, cream puff and puff pastry products, dining areas, serving guests, performing sidework, table cleaning and clearing, training and motivating employees, finances, and labor costs. Each module contains the following components: a cover page that indicates the module name and competency area; a competency statement; a list of tasks addressed in the unit; specific student performance standards; performance objectives and enabling objectives; individual, group, and enrichment process sheets; a pretest; a student guide sheet; information sheets; worksheets; a posttest; a final checkout performance evaluation; a worksheet and evaluation key; and a list of resource items. (MN)

ED 229 524 CE 034 780

*Hoberman, Solomon*
An Interim Report on the National Child Labor Committee's Research in Secondary School Cooperative Education.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cooperative Education; *Demonstration Programs; Educational Research; Employer Attitudes; *Program Effectiveness; Program Evaluation; School Business Relationship; Secondary Education; State Departments of Education; Success; Surveys; *Work Experience Programs
IDENTIFIERS- Linkage

The National Child Labor Committee, in its formative evaluation of secondary cooperative education programs, collected data that were used to identify outstanding programs, define key elements of cooperative education programs, and estimate emphases and areas of success of outstanding programs. A list of key elements of cooperative education programs and examples of exemplary key elements in outstanding programs were submitted to administrators and coordinators for comment and evaluation. The average number of schools reporting an element as exemplary varied directly with the element's estimated importance; no teacher-coordinator reported doing an outstanding job in gaining union cooperation; and employer linkages, relations, and cooperation were seen as the most important area. Another finding was that teachers-coordinators did not analyze local job market data in order to compete successfully for existing jobs. A survey of state departments of education showed that they were interested in work experience and cooperative education programs, claimed to be providing adequate services in a wide range of areas, and provided little assistance in linking in-school activities to the labor market. Findings from other surveys were that employers were poorly informed about cooperative education programs, that cooperative education programs tended to place only the best students, and that few major corporations favored secondary school cooperative education. (YLB)

ED 229 525 CE 035 172

*Cranney, A. Garr; McKell, William E.*
Preparing Industrial Education Teachers as Reading Specialists.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Area Reading; Course Content; English (Second Language); Higher Education; *Preservice Teacher Education; Program Development; Program Effectiveness; *Program Implementation; Readability; Reading Comprehension; Reading Diagnosis; *Reading Instruction; Secondary Education; Student Motivation; Study Skills; Team Teaching; *Trade and Industrial Education; Vocabulary; *Vocational Education Teachers
IDENTIFIERS- *Brigham Young University UT

Three years ago Brigham Young University in Provo, UT began offering a required two-credit pass-fail course to prepare industrial education teachers to teach reading in their field. The course is team taught by a reading teacher and an industrial education faculty member who had done his/her dissertation in reading. Addressed in the course are the following topics: attitudes toward reading, reading diagnosis, readability, vocabulary, comprehension, motivation, English as a Second Language (ESL), and study skills. Over time, several changes have been implemented in the course. These include providing a student teaching experience prior to the course, thereby providing background that assists later learning. At the conclusion of the reading course, the students begin another month-by-month student teaching experience, during which they are evaluated with respect to 15 teaching behaviors in reading. After this second student teaching experience, reading is followed up at a summary interview, and a paper is written on the teaching of reading within a school industrial education curriculum. While the instructors of this course have, at times, found their teaching experience to be frustrating, they feel that the course has been a success. (MN)

ED 229 526 CE 035 204

*Colombo, Louis; Cantwell, Glo*
OCETA Job Preparation Research Project. Final Report.
**New Mexico Univ., Albuquerque. Urban Observatory.**
SPONS. AGENCY- Albuquerque Office of Comprehensive Employment and Training, NM.
PUB DATE- Jun 81
AVAILABLE FROM- DPAC--Applied Research Program, School of Architecture and Planning, University of New Mexico, Albuquerque, NM 87131 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Adult Education; Adults; *Educational Needs; *Employment Potential; Employment Programs; Federal Programs; Job Search Methods; *Job Skills; *Job Training; Models; *Program Improvement
IDENTIFIERS- *Comprehensive Employment and Training Act; *New Mexico (Albuquerque)

The Albuquerque Office of the Comprehensive Employment and Training Administration (OCETA) contracted with the Albuquerque Urban Observatory to conduct a study of employability skills needed by OCETA participants, to identify training programs that might be available to teach these skills, and to suggest a new model for OCETA job preparation training to be integrated into the existing OCETA program. The Urban Observatory interviewed Albuquerque OCETA personnel and experts in occupational training; reviewed literature; searched for job preparation training programs; and held group discussions with job preparation trainers, jobs counselors, job developers, and employers to determine skills needed and possible training programs to use. This research identified four principal categories (job finding, job keeping, attitudes, and personal capabilities) broken down into 51 specific job preparation areas, ranging from resume writing to positive self-image, which should be taught in OCETA job training programs. The research also found that many of the OCETA participants did not possess these skills; however, women, those with greater education, those who had received CETA skills training, and older participants generally had a higher level of job-seeking skills. Following a review of training programs, seven national and seven local programs that would meet training needs were identified and profiled. In addition, suggestions for improving the Albuquerque OCETA program were made, such as stressing job-finding skills, making more careful assessment of participants before they enter the program, and contracting with a job-training organization to conduct the major portion of the program. (KC)

ED 229 527 CE 035 290

Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982).

**United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.**

PUB DATE- 82
AVAILABLE FROM- Unipub, P.O. Box 433, Murray Hill Station, New York, NY 10016
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Guidance; *Educational Planning; *Education Work Relationship; *Foreign Countries; National Programs; Policy; *Regional Planning; Secondary Education; Teacher Education; *Vocational Education; *Work Experience; *Work Experience Programs
IDENTIFIERS- *Asia; Bangladesh; China; India; Indonesia; Japan; Korea; Pakistan; Philippines; Sri Lanka; Thailand; Vietnam

This report summarizes the First APEID (Asian Programme of Educational Innovation for Development) Regional Planning Panel Meeting on Work and Vocational Experiences in General Education that focused on the linking of education to the world of work. An introduction gives an overview of the panel's aims, the basic principles and concepts advocated by the panel, and the context. Chapter 2 reviews the current situation in the participating countries--Bangladesh, China, India, Indonesia, Japan, Pakistan, the Philippines, the Republic of Korea, Sri Lanka, the Socialist Republic of Viet Nam, and Thailand. Areas considered are national policies, programs, and plans; curriculum; instructional materials; physical facilities; preparation of teachers; and career guidance. Chapter 3 analyzes eight issues and growth points identified for in-depth study: (1) work ethics and work habits, (2) vocational orientation and guidance, (3) taking education to the work situation, (4) utilization of local human and material resources, (5) how to promote public acceptance, (6) applied research and summing up of experiences, (7) assessment of students' performance, and (8) provision of teachers. Future activities suggested by the panel are discussed in chapter 4, namely intercountry study visits, amplification of country reports and preparation of a directory, and case studies of national experiences. Appendixes include the opening address, agenda, and a list of participants. (YLB)

ED 229 528 CE 035 345

*Halasz, Ida M.; Behm, Karen S.*
Time on Task in Selected Vocational Education Classes.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Agricultural Education; Distributive Education; Marketing; Secondary Education; Student Behavior; *Teacher Behavior; Teaching Styles; Time Factors (Learning); *Time Management; *Time on Task; Trade and Industrial Education; *Vocational Education

A study was conducted to determine how 11,400 minutes were spent by 186 students in 10 classes in three secondary vocational education program areas (agricultural education, marketing and distributive education, and trade and industrial education) in seven high schools and area vocational schools in four states. The study attempted to find out how much time was spent on task and content as compared with time spent on noncontent and off task time such as breaks and doing nothing. Teachers' time also was recorded by two observers during 99 class periods over two weeks. Some of the findings include: (1) about 56 percent of the class time was spent on content by the students, although teachers allotted about 67 percent of time for content; (2) the proportions of time usage varied greatly among the individual classes as did the amount of time students were absent or late; (3) the amount of time on task spent by students varied widely--more among students in different classes than among students in the same class; (4) students spent the greatest time on task in long classes (146-176 minutes) with fewer students; (5) trade and industrial classes and agricultural classes had greater time on task than the marketing and distributive education classes; and (6) on the average, teachers spent 29 percent of their time

providing one-to-one instruction. The study concluded that no typical class represented all vocational education classes. However, baseline data were provided that can be used for further research into how time on task affects student learning in vocational classes. (KC)

# DOCUMENT RESUME

ED 229 529 CE 035 408

*Kroll, John R.*
Base Line Survey of Wisconsin Legislators on Vocational Education.
**Wisconsin Association for Vocational and Adult Education.**
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Economic Development; *Educational Attitudes; *Government School Relationship; *Legislators; Politics of Education; Postsecondary Education; *Program Attitudes; Program Effectiveness; Secondary Education; State Officials; State Programs; *Vocational Education
IDENTIFIERS- *Wisconsin

This study was conducted in 1979-80 to obtain baseline opinions of members of the Wisconsin Legislature about vocational education. Sixty-six of the 132 legislators responded to 84 questions regarding the need for, financing of, quality of, and methods of delivering secondary and postsecondary vocational education in the state. The responses were analyzed on the basis of numerous variables as well as on the general response to the Likert-type scales of the survey instrument. The study found that the legislature was supportive of vocational education in the state and perceived it to be of high quality. While the legislators recognized the need for technically trained workers, they continued to rate highly the importance of basic skills. Inconsistencies include the low rating given to the perceived use of industry and labor advisory committees, while in actuality, Wisconsin vocational educators use such committees extensively; and the legislators' very strong agreement that vocational education should provide more specialized services to business, while they were lukewarm to the suggestion that vocational education should take a more active role in economic development and industry recruiting. Several recommendations were made, including the following: (1) analyze specific information provided by the survey to focus on specific issues in the legislature; (2) develop an ongoing capacity to assess public opinion regarding vocational education; and (3) identify contributions of vocational education to the economic development of the state and propose new roles for the remainder of the decade. (KC)

ED 229 530 CE 035 412

Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report.

**Alexander Grant & Company, Minneapolis, MN.**

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

PUB DATE- 25 Oct 78

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Administrator Attitudes; *Adult Vocational Education; Educational Needs; *Employer Attitudes; Postsecondary Education; *Program Effectiveness; Program Implementation; *Program Improvement; Statewide Planning; *Student Attitudes

IDENTIFIERS- *Minnesota

The adult vocational education program in Minnesota was studied to provide information that state administrators, planners, and legislators could use to gain an understanding of the program and how it is perceived by students, employers, and adult vocational education directors and coordinators. A total of 1,519 questionnaires were mailed to a random sample of current and past adult vocational education students, with a response rate of 56 percent; 354 questionnaires were mailed to employers throughout the state, with a 41 percent response. In addition, adult vocational education directors and coordinators at 10 schools were interviewed about their perceptions of the adult vocational education program. The study found that (1) students, employers, and directors agreed that adult vocational education is meeting its stated objectives; (2) students and employers were generally pleased with the results of classes and indicated willingness to use this resource in the future; (3) current methods of promotion appeared to be effective in developing an awareness of adult vocational education among students and employers; and (4) students, employers, and directors agreed that training is available at reasonable cost. Recommendations were made to conduct on-site training at employers' facilities, to develop measurable learning objectives, to make curriculum materials more available to schools, to identify employer needs, and to develop a formal student follow-up program. (KC)

ED 229 531 CE 035 465

*Golen, Steven*
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Accounting; *Articulation (Education); *Business Education; College Credits; College Faculty; Guidelines; High Schools; *Office Occupations Education; Questionnaires; Secondary School Curriculum; Secondary School Teachers; *State Programs; State Surveys; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *New York

A study examined the reactions of New York high school and two-year college accounting educators concerning articulation between secondary and postsedondary accounting programs in the State. During the study, 56 percent of the high school faculty and 75 percent of the two-year accounting faculty in western New York responded to questions concerning an articulation agreement between New York high schools and two-year colleges and concerning curriculum guidelines. Seventy-four percent of the high school educators and 50 percent of the two-year college educators favored such an articulation agreement. Concerning the New York State Department Accounting curriculum guidelines, 68 percent of the high school educators and 67 percent of the two-year college educators believed that the material covered in two years of high school is sufficient to warrant three credit hours of college accounting principles. The questionnaires administered to high school and two-year college educators are appended. (MN)

ED 229 532 CE 035 476

*Hedges, Lowell E., Ed.; Miller, Larry E., Ed.*
Energy Management Lesson Plans for Vocational Agriculture Instructors.
**Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.; Ohio State Univ., Columbus. Research Foundation.**

SPONS. AGENCY- Ohio State Dept. of Energy and Telecommunication, Columbus.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; Agricultural Production; Behavioral Objectives; Cost Effectiveness; Electricity; *Energy Conservation; Equipment Maintenance; Equipment Utilization; Farmers; *Fuel Consumption; Fuels; Greenhouses; Learning Activities; Lesson Plans; Secondary Education; *Solar Energy; Student Evaluation; Tractors; Transparencies; Vocational Education
IDENTIFIERS- Energy Audits; *Energy Management; Energy Sources; *Renewable Energy Resources

This notebook provides vocational agricultural teachers with 10 detailed lesson plans on the major topic of energy management in agriculture. The lesson plans present information about energy and the need to manage it wisely, using a problem-solving approach. Each lesson plan follows this format: lesson topic, lesson performance objectives, materials needed, the situation, introduction to lesson, presentation of lesson (the problem and possible solutions to the problem), student application (suggested exercises), evaluation suggestions and instruments, and a listing of references. Appendixes provide handouts and transparency masters. The ten lesson plans are (1) An Overview of the Energy Situation for Ohio Agriculture, (2) Framework for Evaluating Costs and Benefits of Alternative Energy Systems, (3) Electrical Energy Management for the Home and Business, (4) Using Solar Energy as a Renewable Energy Resource at Home or on the Farm, (5) Using Wood as a Renewable Energy Source, (6) Energy Management with Maintenance and Operation of Tractors, (7) Reducing Energy Costs in Producing Corn, (8) Energy Management in Livestock Production, (9) Energy Management in the Greenhouse with Engineering and Cultural Practices, and (10) Inventory of Energy Use. (YLB)

ED 229 533 CE 035 483

*Byrne, Eileen M.*
Technical and Vocational Education for Women--The Way Ahead.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France).**
REPORT NO.- ED/80/CONF.401/3
PUB DATE- 12 May 80

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cross Cultural Studies; Cultural Context; Cultural Influences; Developed Nations; Developing Nations; *Educational Needs; Educational Trends; Elementary Secondary Education; *Employment Practices; Equal Education; Equal Opportunities (Jobs); Females; Futures (of Society); *Global Approach; Males; Policy Formation; Postsecondary Education; Sex Bias; Sex Differences; *Sex Discrimination; Sex Fairness; Sex Stereotypes; Sociocultural Patterns; *Vocational Education; *Womens Education

In terms of women's activities outside the home, a steady trend of expansion has existed in both quantitative and qualitative respects over the last decade. Evidence justifies encouraging girls to pursue longer vocationally-oriented studies in a wider range of occupational areas, since evidence points to the possibility that from one-in-three to one-in-five girls sitting in today's classrooms throughout the world will either wish to, or have to, work in adulthood (whether married or single). The evidence does not justify using outdated concepts of innate psychological or physiological sex difference as a basis for continuing to designate sectors or specific employment or home tasks as "male" or "female." Hence, sex segregation of vocational preparation is equally unjustified. The questions raised for educators by this changing and constantly developing social and economic pattern affect not only the structure but the content of educational preparation of girls and boys for work, home, and civil life. Strong arguments exist for educators of each nation, in direct collaboration with their colleagues responsible for family law reform, social services, and welfare, to look at the educational preparation of their people for employment and for work of an unpaid nature that is, nonetheless, civically and economically important. The strong impression given by the collective educational, social, and economic evidence is that there is a mismatch of educational objectives and demands of the labor market that might be in danger of widening, not narrowing, the sex gap, if not corrected. (KC)

ED 229 534 CE 035 526

*Conti, Gary J.*
The Collaborative Mode in Adult Education: A Literature Re[illegible]w.
PUB DATE- 78
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Basic Education; Adult Education; *Adult Learning; Adult Programs; Adult Students; *Cognitive Style; Cooperation; *Learning Theories; *Participative Decision Making; Postsecondary Education; Student Participation; Student School Relationship; Teacher Participation; *Teaching Methods; Teamwork
IDENTIFIERS- Andragogy; Blaney (Jack); Knowles (Malcolms)

According to Jack Blaney, there are three basic learning modes, each with their own characteristics, requirements, and implications. While each is appropriate within the proper parameters, there is wide support in the adult education literature for the use of the collaborative mode in facilitating adult learning. An analysis of the works of several major contributors to adult education theory and literature reveals a series of accepted adult learning principles that can be implemented through the collaborative teaching-learning mode. In the collaborative mode, learners and teachers cooperatively determine the ends, means, and evaluation of learning. The learners' role is that of a voluntary member rather than of a student who is dependent on an agency or a teacher. These principles can be broadly categorized under the concepts of experience, democracy, continuity of experience, and interaction. Significantly, Malcolm Knowles identified these as the key concepts around which Dewey organized his philosophy. (KC)

ED 229 535 CE 035 539

*Doggett, Ralph M.*
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume I: Forecast Summary.
**Data Resources, Inc., Washington, DC.**
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Research and Engineering (DOD). Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Demand Occupations; *Employment Patterns; *Employment Projections; *Futures (of Society); Labor Market; *Labor Needs; *National Defense; National Surveys; Professional Personnel; Technical Occupations
IDENTIFIERS- Regional Surveys

A detailed study was conducted to analyze the role of national defense in shaping employment demand by occupation, both nationally and regionally, over the next 5 years. Data were gathered through the Regional Occupation Planning and Evaluation System (ROPES) in which detailed information on the employment of 163 occupations in 82 industries and information on the distribution of expenditures for defense among supplying industries were combined within a system of economic forecasting models to estimate future employment by occupation nationally, by state, and for each of 70 major cities. Some of the conclusions reached by the study were the following: (1) between 1981 and 1987, the total employed labor force will increase by more than 7 million jobs; (2) one of every five new jobs will be required to supply goods and services to support increasing expenditures for defense; (3) in nearly all industries, defense-related employment will account for over 10 percent of net new jobs; (4) in some industries, total new defense-related employment will be greater than total net new jobs; (5) shortages in trained workers may occur for computer personnel, engineers, technicians, electronic wirers, aircraft mechanics and assemblers, pipefitters, machine tool operators, machine tool setters, punch press setters, and other metalworking operatives; (6) the impact of defense expenditures will continue to be concentrated in California, Texas, New York, Pennsylvania, Florida, Ohio, Virginia, Illinois, Massachusetts, New Jersey, Indiana, and Connecticut; and (7) there may be a critical shortage of workers in 28 skilled categories in 24 major metropolitan areas. (No attempt was made in this study to forecast employment supply. Details of the forecast are contained in volume 2 of this study.) (KC)

ED 229 536 CE 035 540

*Doggett, Ralph M.*
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume II: Forecast Details.
**Data Resources, Inc., Washington, DC.**
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Research and Engineering (DOD). Washington, DC.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Adults; *Demand Occupations; *Employment Patterns; *Employment Projections; *Futures (of Society); Labor Market; *Labor Needs; *National Defense; National Surveys; Professional Personnel; Technical Occupations
IDENTIFIERS- Regional Surveys

This report contains computer-generated tables of data obtained through a survey conducted to analyze the role of national defense in shaping employment demand by occupation, both nationally and regionally, for 1981-1987. Data were gathered through the Regional Occupation Planning and Evaluation System (ROPES) in which detailed information on the employment of 163 occupations in 82 industries and information on the distribution of expenditures for defense among supplying industries were combined within a system of economic forecasting models to estimate future employment by occupation nationally, by state, and for each of 70 major cities. The report is organized into three sections. In all three sections, information is compared for 1981 and 1987 in defense-related and total occupations; average annual and percentage growth for each of the occupations are noted. Section 1 forecasts national employment by occupation. Section 2 contains forecasts of employment by occupation and by state, while forecasts of employment by occupation in selected metropolitan areas are the subject of the third section. (KC)

ED 229 537 CE 035 561

*Roberts, J. E.; And Others*
Making Progress? The Function of Assessment for Students with
Moderate Learning Difficulties. A Special Needs Document.
**Further Education Curriculum Review and Development Unit, London (England).**
REPORT NO.- ISBN-0-85522-105-4
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Attitudes; Case Studies; Citations (References); *Evaluation Methods; *Exceptional Persons; *Guidelines; *Learning Disabilities; *Mild Disabilities; Postsecondary Education; Program Development; *Student Evaluation
IDENTIFIERS- England

This study is a background paper aiming to provide a review of current practice in the assessment of students in further education who have special educational needs, in particular those students with moderate learning difficulties. The study examines the content, method, and aims of assessment and its relationship to the course curriculum. It also examines the role of staff carrying out assessment and looks at their attitudes and opinions. These issues are surveyed over 64 separate courses at 40 colleges of further education, with case studies at 4 colleges providing more detailed descriptions of the problems faced in assessing students with special educational needs. The report also provides guidelines for the development of assessment procedures for this group of students, related to the development of the curriculum. A discussion of recent literature relevant to the subject sets the context of the study. Assessment forms are included in the document. (KC)

ED 229 538 CE 035 566

*Platt, Naomi Dornfeld*
The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions.
**Kingsborough Community Coll., Brooklyn, N.Y.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
CONTRACT- 400-78-0036
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Allied Health Occupations; *Curriculum Development; Educational Research; Futures (of Society); Hospitals; Literature Reviews; Medical Assistants; Medicine; Office Machines; *Office Occupations Education; Physicians; Questionnaires; *Secretaries; *Use Studies; *Word Processing
IDENTIFIERS- New York (New York)

The effect of word processing equipment on the future medical secretarial science curriculum was studied. A literature search focused on word processing and the medical and allied health professions, word processing and business education, and futuring of and changes in the secretarial science curriculum. Questionnaires to identify various aspects of word processing in the medical and allied health professions were mailed to 101 hospitals and 417 physicians within the five boroughs of New York City. Some study participants were also interviewed to gather in-depth data on operating installations. The major finding was that word processors were not currently being used as much as was thought. With the high percentage of hospital personnel and physicians who indicated they were considering the use of word processing equipment and with decrease in their prices and future increases in technology, use of word processing was predicted to increase in the future. Larger hospitals tended to use word processing equipment. Investment costs hindered use in smaller hospitals. Another major reason for non-use was physicians' unfamiliarity with word processing equipment. A curriculum for secretarial science majors with a concentration in word processing was suggested that included courses in computer literacy and word processing supervision as well as management, simulation, and field experience. (YLB)

ED 229 539 CE 035 649

Vocational Agriculture I Basic Core. Section C--Supervised Experience Programs.
**Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.**
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Accounting; *Agricultural Education; Agricultural Production; Behavioral Objectives; Bookkeeping; Curriculum; Higher Education; Learning Activities; *Recordkeeping; *Supervised Farm Practice; *Teacher Education; Units of Study; *Vocational Education; Work Experience Programs
IDENTIFIERS- Future Farmers of America

This curriculum guide contains five units teaching preservice vocational teachers to conduct supervised experience programs. Each unit contains an objective (e.g., "After completing this unit, the student should be able to choose and plan supervised occupational experience programs"); specific objectives (e.g., "State reasons for having a supervised occupational experience program"); suggested activities; information sheets, including terms and definitions appropriate to the unit; assignment sheets; answers to assignment sheets; and a test with answers. The five units cover the following topics: orientation to Future Farmers of America (FFA) recordkeeping, inventories and net worth, recordkeeping transactions, depreciation, and closing records. (KC)

ED 229 540 CE 035 651

*Rogers, Helen V.; Reid-Sloan, Jamee*
Practical Nursing. Volume II. Health Occupations Education. Revised.
**Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.**
SPONS. AGENCY- Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Health Occupatiors Education.
PUB DATE- 83
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (Teacher Manual--$28.00; Student Manual--$24.00).
LANGUAGE- English
EDRS Price - MF10 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adolescents; *Allied Health Occupations Education; Behavioral Objectives; *Birth; *Child Development; Curriculum Guides; Learning Activities; *Medical Services; Mothers; Nurses; Obstetrics; Patients; *Pharmacology; Postsecondary Education; *Practical Nursing; Pregnancy; Preschool Children; Transparencies; Units of Study; Young Children

This curriculum guide, revised from a 1975 edition, provides teachers with up-to-date information and skill-related applications needed by practical nurses. It includes 4 sections and 24 instructional units. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets, assignment sheets, job sheets, transparency masters, tests, and test and assignment sheet answers. Section A, Essential Nursing Skills, contains seven units: Developing, Implementing, and Evaluating Care Plans; Documenting Patient Care; Preparation and Care of the Preoperative and Postoperative Patient; Care of the Critically Ill Patient; Supportive Care of the Terminally Ill Patient; Human Sexuality in Illness; and Care of the Older Adult. The six units in section B, Pharmacology, are: Introduction to Pharmacology, Computing Dosages, Classification of Effects of Drugs, Administration of Medications, Intravenous Therapy, and Documentation of Medications. Section C, Maternal and Infant Care, includes six units: Introduction to Maternal and Infant Care, Prenatal Care, Care of the Patient in Labor and Delivery, Care of the Postpartum Patient, Care of the Full-term and Premature Neonate, and Immediate Care of the Newborn with Anomalies. Section D, Growth and Development, contains five units: Growth and Development of the Infant, Growth and Development of the Toddler, Growth and Development of the Preschool Child, Growth and Development of the School-Age Child, and Growth and Development of the Adolescent. (YLB)

ED 229 541 CE 035 653

*Thomas, John W.*
Application of a Model for Improving the Training and Education System of a Federal Agency.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; Civil Defense; *Curriculum Design; Decision Making; Delivery Systems; *Emergency Programs; Federal Government; Government Employees; *Instructional Design; Instructional Systems; Job Training; Models; *Public Agencies
IDENTIFIERS- *Federal Emergency Management Agency; *Instructional Systems Design

The Far West Laboratory used a five-step instructional systems design (ISD) model to develop a nationwide training and educational curriculum and delivery system for the Federal Emergency Management Agency. Stages of the model involved defining a comprehensive set of objectives, defining a priority curriculum, assigning training strategies, designing a training and delivery system, and developing a long-range use and development plan. In the absence of empirical data, four decision-making aids were built into the model to facilitate recycling (a characteristic of the ISD process that refers to techniques for reassessment based on feedback from the data collection, logical insight, and a review of consistency between design stages) and the validation of initial formulations: (1) an "input-transformation-output" configuration for each design stage, (2) cycles of divergence to convergence within each substep in each stage, (3) the use of "options profiles" and "configurations profiles," and (4) inventories composed of decision principles for making selection and matching choices in initial stages. These four devices provided logical rather than empirical procedures to help ensure that design decisions remained tied to the data and informed by a comprehensive view of constraints and possibilities. (YLB)

ED 229 542 CE 035 656

*Lyon, Barbara Jean*
Business Management & Ownership.
**Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.**

SPONS. AGENCY- Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of DE/Marketing.
PUB DATE- 82
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, OK 74074 (In-State: $8.50--Teacher, $8.00--Student; Out of State: $16.80--Teacher, $14.00--Student).
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administrator Education; Behavioral Objectives; Business Administration; *Business Education; Competency Based Education; Credit (Finance); Curriculum Guides; *Distributive Education; Economics; Entrepreneurship; Learning Activities; Marketing; Merchandising; *Personnel Management; Postsecondary Education; *Retailing; Secondary Education; *Small Businesses; Supervisors; Supervisory Training; Transparencies; Units of Study
IDENTIFIERS- Building Security; *Store Managers

Designed for use with secondary and postsecondary students who have completed one year of distributive education/marketing general instruction, this curriculum guide provides a competency-based core of instruction for training supervisory managers in a one-year, cooperative program. Seven sections and 22 instructional units are included. Each unit consists of eight basic components: performance objectives, teacher activities, information sheets, assignment sheets, job sheets, transparency masters, tests, and test and assignment sheet answers. Section A, Principles of Economics, has two units: Economics and Free Enterprise and Economics of Modified Free Enterprise. The second section is entitled Principles of Management. The six units in section C, Personnel Management, are: Supervisory Skills, Store Organization, Personnel Selection, Employee Development, Compensating Employees, and Labor Relations. Section D, Layout and Security, includes three units: Store Layout, Security, and Safety. Section E, Fundamentals of Merchandising, contains three units: Trading Area and Merchandise Selection, Merchandise Control Operations, and Inventory Control. In section F, Credit Services, there are three units: Credit Procedures, Credit Card Services, and Collection Procedures. The final section on Small Business Ownership consists of four units: Starting a Small Business, Setting Up the Books, Insurance, and Promoting a Small Business. (YLB)

# DOCUMENT RESUME

ED 229 543 CE 035 730

*Hendrix, Laborn J.; Sawatzky, Joyce*
Heavy Equipment Operator Instructional Materials. Basic Core. Volume I.
**Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.**
PUB DATE- 81
AVAILABLE FROM- AGC-CIMIC Training Coordinator, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, OK 74074 ($13.00--Teacher, $12.25--Student, In-State); Associated General Contractors of America, 1957 E St., NW, Washington, DC 20006 (Out of State: $125.00--Teacher Kit (includes manual, transparencies and 25 competency profiles); $32.50--Student. When ordering 10 or more student editions: $75.00--Teacher Kit; $25.00--Student).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Accident Prevention; Building Trades; Competence; Competency Based Education; Construction (Process); *Construction Industry; Curriculum Guides; Economics; *Equipment; Equipment Maintenance; Equipment Utilization; *Learning Activities; Mathematical Applications; Postsecondary Education; Safety; Secondary Education; Soil Science; Test Items; Trade and Industrial Education; Transparencies; *Units of Study; Vocational Education
IDENTIFIERS- *Heavy Equipment Operators

Developed through close coordination between contractors, construction workers, and vocational educators, this instructor's manual is designed to help heavy equipment instructors present materials in a systematic format. The instructional materials in the manual are written in terms of student performance, using measurable behavioral objectives. Criterion-referenced evaluation instruments provide for a uniform measurement of student progress. The manual contains four sections, organized into 14 units, each consisting of eight components: performance objectives, suggested activities for the teachers, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Units of instruction are designed for use in more than one lesson or class period. The first section introduces the course, providing information on the free enterprise system, economics of free enterprise, the heavy equipment industry, and safety and first aid. The second section covers mathematics needed for heavy equipment operators, while related information on soil, equipment, rigging, and oxyacetylene cutting are discussed in the third section. The final section covers principles of engine operation, including gasoline and diesel engines, the drive train, and preventive maintenance. Materials are illustrated with drawings and photographs. (KC)

ED 229 544 CE 035 731

*Hendrix, Laborn J.; Sawatzky, Joyce*
Heavy Equipment Operator: General Equipment Operator. Instructional Materials.
**Associated General Contractors of America, Washington, D.C.; Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.**
PUB DATE- 82
AVAILABLE FROM- AGC-CIMC Training Coordinator, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, OK 74074 (In-State); Associated General Contractors of America, 1957 E St., NW, Washington, DC 20006 (Out of State: $125.00--Teacher Kit (includes manual and 25 competency profiles); $32.50--Student. When ordering 10 or more student editions: $75.00--Teacher Kit; $25.00--Student).
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Building Trades; Competence; Competency Based Education; *Construction (Process); *Construction Industry; Curriculum Guides; *Equipment; Equipment Maintenance; Equipment Utilization; *Learning Activities; Postsecondary Education; Secondary Education; Test Items; Trade and Industrial Education; Transparencies; *Units of Study; Vocational Education
IDENTIFIERS- *Heavy Equipment Operators

Developed through close coordination between contractors, construction workers, and vocational educators, this instructor's manual is designed to help heavy equipment instructors present materials in a systematic format. The instructional materials in the manual are written in terms of student performance, using measurable behavioral objectives. Criterion-referenced evaluation instruments provide for a uniform measurement of student progress. The manual contains four sections organized into 23 units, each consisting of eight components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Units of instruction are designed for use in more than one lesson or class period. The four sections cover hoisting equipment, earth-moving equipment, ditching and trenching equipment, and miscellaneous equipment (pumps, compressors, vibrators, paving breakers, and generators). Materials are illustrated with drawings and photographs. (KC)

ED 229 545 CE 035 738

*Swanson, Kathleen T.*
Career and Vocational Education in Ohio for the 1980's and Beyond.
**Citizens' Council for Ohio Schools, Cleveland.**
PUB DATE- 2 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Agency Cooperation; Articulation (Education); *Career Education; Disabilities; *Economic Development; Educational Needs; *Educational Policy; Government Role; Minority Groups; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Statewide Planning; *Vocational Education; Womens Education
IDENTIFIERS- *Ohio

Ohio's economic future and the needs of its youth as they prepare for adult roles demand strong leadership at state and local levels as well as cooperation between schools, government, and private enterprise. Leaders should be aware that the state's economic development is tied to vocational education and that vocational education and career education are integral components of the educational system. In addition, educators as well as government officials and private citizens should be aware of the needs of special groups (e.g., women, minorities, and handicapped youth) for training in careers through which they are presently underrepresented. State legislation and budgets should provide incentives for cost-efficient collaborative efforts, including: (1) occupational training and work experience programs for youth in Ohio offices and factories in order to transmit up-to-date skills; (2) business involvement with in-school programs for career information, job searching skills, and educational applications in the workplace; and (3) joint planning to avoid duplication between school districts and postsecondary institutions in vocational education. Funding formulas should assist local educators in planning a comprehensive career and vocational education system that meets the needs of all types of students in order to promote Ohio's economic growth for the years ahead. (KC)

ED 229 546 CE 035 740

*Lewis, James P.; Burrows, Robert T.*
Vocational Education Tool and Equipment Inventory.
**Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.**
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Equipment; *Educational Needs; Educational Trends; *Equipment Utilization; Facility Inventory; Futures (of Society); Hand Tools; Machine Tools; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Pennsylvania

This study was conducted to provide information on equipment needs, the extent of planning to upgrade equipment, and technological advancements necessary to continue providing quality training to entry-level students and incumbent workers. The results were based on a 98 percent return from 72 area vocational-technical school directors, 17 community college occupational deans, and 12 administrators of vocational programs at selected comprehensive high schools in Pennsylvania. Data were collected by mail from July 1982 to January 1983. Some of the results of the study were as follows: (1) in general, vocational education institutions do not use a formal or systematic process to replace and update tools and equipment; (2) federal, state, and private contributions account for about 50 percent of the funds used to purchase new equipment; (3) the current mean dollar value of tools and equipment used in vocational schools is $1.812 million; (4) 53 percent of the schools' tools and equipment are over 10 years old, and about one-fourth of them are no longer current with the technology used in industry; (5) $77 million would be needed for updating tools and equipment, but only about 14 percent of that amount is spent for this purpose annually; and (6) almost all vocational schools surveyed are involved at some level in implementing or planning for the 13 selected advanced technologies (e.g., microprocessing technology, word processing, energy-saving devices, robotics, etc.) Based on the study, implementation of a systematic long-range plan for keeping tools and equipment current was recommended and more long-term and private funds were suggested as sources for funding such a program. The survey instrument, a list of participating schools, and summary tables are appended. (KC)

ED 229 547 CE 035 741

*Sclanders, Maxinne, Comp.; And Others*
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983.
**Western Australia Post Secondary Education Commission, Nedlands.**
REPORT NO.- ISBN-7244-6490-5
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adolescents; Educational Opportunities; Education Work Relationship; Employment Opportunities; *Enrollment; Enrollment Trends; *Foreign Countries; Industry; Participation; *Postsecondary Education; School Business Relationship; *School Role; *Unemployment; Vocational Education; *Youth Employment
IDENTIFIERS- *Australia (Western Australia)

Proceedings and papers are presented from a seminar on "Learning and Earning: A study of education and employment opportunities for young people," a report produced by the Commonwealth Tertiary Education Commission of Australia. This report traces the recent rapid decline in the participation of young people in education and the work force. In the introduction to this collection of papers, the report's implications regarding the role of education (especially postsecondary), industry, and the work force in implementing changes to cope with problems and issues raised by the report are discussed. Seminar proceedings are also highlighted, including participant comments on the issues identified in the report and areas where potential solutions may exist. Implications of the report for schools, industry, and postsecondary education are summarized. Six papers presented at the seminar are then provided.

Topics covered include: (1) an employer's reaction to the research and comments on the benefits of postsecondary education; (2) recent trends in educational participation, especially in technical and further education; (3) implications of the report for post-school education; (4) recent trends in work force participation of Australian teenagers; (5) a discussion of predictive and prescriptive questions surrounding participation rates in Western Australian secondary schools; and (6) implications of the report for the labor force. (YLB)

*Frankel, Alan: Brennan, James*
Structuring an Adult Learning Environment. Part IV: Establishing an Environment for Problem Solving.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Education; *Adult Learning; Adult Programs; Discovery Processes; Learning Problems; *Learning Processes; Learning Theories; *Models; Postsecondary Education; *Problem Solving
IDENTIFIERS- *Mercy College NY; Wallas (G)

Through the years, many researchers have advanced theories of problem solving. Probably the best definition of problem solving to apply to adult learning programs is Wallas' (1926) four-stage theory. The stages are (1) a preparation, (2) an incubation period, (3) a moment of illumination, and (4) final application or verification of the solution. The four stages proposed by Wallas can serve as the foundation for building a supportive learning environment that will allow for creativity and problem solving for adults returning to learning situations. Such an approach has been tried in the Psychology 100 course at Mercy College (Dobbs Ferry, New York). In this course, a case is presented before the class and the steps of problem solving are used to find solutions to the conflict or problem in the case. Emphasis is placed on generating multiple possible solutions instead of looking for the one right answer. It is felt that this approach will carry over to other courses and help the adult learners to solve learning problems. This supportive approach to adult learners may enhance their chances for success and the college's chances to retain them as students. (KC)

*Dickens, Ben Harold*
An Investigation of Field-Dependent and Field-Independent Cognitive Style in Mentally Retarded Individuals in Sheltered Workshops in West Virginia.
PUB DATE- 10 Dec 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adult Basic Education; *Cognitive Measurement; *Cognitive Style; *Cognitive Tests; Elementary Secondary Education; Learning Processes; Measurement Equipment; *Mental Retardation; Sheltered Workshops; Teaching Methods
IDENTIFIERS- *Field Dependence Independence; *Portable Rod and Frame Test; West Virginia; Witkin (H A)

Mentally retarded persons in sheltered workshops in West Virginia were studied in order to determine their learning styles and how these learning styles related to the populations studied by Witkin and others. (Witkin classified learning styles as either field independent--i.e. task oriented--or field-dependent--i.e., oriented to the social factors surrounding learning, such as relationship with the teacher and classroom emotional atmosphere.) Data were gathered by administering the Portable Rod-and-Frame Test (PRFT) and the Columbia Mental Maturity Scale and analyzed by the application of the Statistical Package for the Social Sciences programs, the Goodness of Fit Test, the Pearson Product Movement Correlation, and the t-test. These analyses supported the following conclusions: (1) there is a significant difference between the mentally retarded population used in this study and the population used by Witkin, in that the retarded persons were more field-dependent; (2) the PRFT is an appropriate instrument to use in identifying the degree of field-dependence and field-independence as preferred learning styles among mentally retarded persons in sheltered workshops; and (3) there are no significant relationships between PRFT scores and mental age and between male and female students in the retarded population. Based on these conclusions, it was recommended that mentally retarded students should be assessed for field-dependent or field-independent cognitive styles and these preferences should be taken into account in designing curricula for them. (KC)

ED 229 550 CE 035 748

*Muir, Harry P.; Wischropp, Theodore W.*

Training Manual for Experienced ABE/GED Instructors.

**Kansas State Univ., Manhattan. Div. of Continuing Education.**

SPONS. AGENCY- Kansas State Office of Postsecondary Education, Topeka.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adult Basic Education; Adult Education; Adult Educators; Career Development; Career Planning; Cognitive Style; Counseling; Daily Living Skills; Displaced Homemakers; English (Second Language); Faculty Development; Handicap Identification; *High School Equivalency Programs; Inservice Teacher Education; *Integrated Curriculum; Interpersonal Relationship; Learning Disabilities; Learning Theories; Non English Speaking; Older Adults; Recordkeeping; *Student Evaluation; Student Records; *Teaching Methods; Teaching Skills; Time Management
IDENTIFIERS- 310 Project; Kansas

Intended for adult basic education (ABE) and general educational development (GED) instructors with at least one year of experience, this staff development training manual is designed for use in structured inservice training or as a guide or reference. Its eight chapters, written by practitioners throughout Kansas, cover some of the most important aspects of ABE facing instructors in adult learning centers. In addition to informative materials, chapters may provide worksheets, sample surveys, sample forms, and instrument descriptions. Most chapters also list additional references and resources for further reading. Topics covered in the chapters are (1) survival skills for instructors (time management, stress management, interpersonal relations, adult life cycles, career development, professional development, and professional organizations), (2) intake and counseling (career/life planning and student personal development), (3) assessment (placement, evaluation, prediction, vocational, special populations, and test taking), (4) learning styles (cognitive, affective, physiological, and the application of learning style theory), (5) curriculum integration (academic, vocational, social and daily living skills, and personal skills), (6) techniques in ABE, (7) selected populations (displaced homemakers, handicapped adults, learning disabilities, non-English speaking adults, and older adults), and (8) recordkeeping. (YLB)

ED 229 551 CE 035 749

*Bowers, Robert F.*
Employability Skills System Program. A Final Report.
**Detroit Public Schools, MI. Dept. of Adult Education.**
SPONS. AGENCY- Michigan State Dept. of Education, Lansing.
PUB DATE- 26 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; *Employment Potential; Employment Qualifications; Extension Education; High School Equivalency Programs; *Job Skills; *Outcomes of Education; Outreach Programs; *Program Effectiveness; Program Implementation
IDENTIFIERS- 310 Project; Detroit Public Schools MI

The Employability Skills System Program (ESSP) is an adult education program designed to combine academic skills with job-seeking and employability skills. The program efforts include coordinating services and creating linkages between existing delivery services within the Detroit Public School System and private business and industry. In addition, the ESSP includes a curriculum exemplary of the realities of life and employment. This outreach program enrolled 150 adult education students during its first year, from March 1, 1982 to February 28, 1983. The training program included employability and job seeking skills; adult education skills; high school equivalency test training; vocational training; job club activities; and job placement, try-out, and cooperative training. At the end of the first year, the program appeared to be a success, since 14 identified success indicators showed positive direction. For example, of the 150 students, 21 attained jobs, 84 enrolled in a vocational/technical program, 46 completed high school equivalency tests, and 68 attended job interviews. As a result of the study, it was recommended that similar adult education programs combining job training, employability skills, and academic education be continued. A glossary or acronyms and sample forms used in the program are appended. (KC)

ED 229 552 CE 035 750

*Bowers, Robert F.*
Operation Bridge. A Final Report. Book 1.
**Detroit Public Schools, MI. Dept. of Adult Education.**
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Basic Education; *Adult Counseling; *Adult Educators; Adult Programs; *Counseling Effectiveness; Counselors; Counselor Teacher Cooperation; *Counselor Training; *Inservice Teacher Education; *Internship Programs; Outcomes of Education; Program Effectiveness
IDENTIFIERS- 310 Project; Detroit Public Schools MI

Operation Bridge was created by the Detroit Public Schools to train counselors to work with adult education students in outreach sites and traditional adult education centers. Thirteen adult educator-trainees received training via course work on the counseling process and counseling practices at Michigan State University, internships at social service agencies, and inservice programs. Through this training, participants significantly increased their positive feelings about themselves, their behavior, and their personal and social selves. These adult advisors then provided academic, personal, and vocational counseling to adult education students. At the conclusion of the training period, adult education students were divided into a control group of 248 who had not had contact with the advisors and a group of the same number of students who had received counseling from the counselor-trainees. The experimental group showed a modest gain in test scores, employment, further education, self-concept, and problem-solving skills as well as a reduction in public assistance and attrition rates. In addition, the group who had received counseling gave positive evaluations of their advisors. Modifications of the training program were suggested for the future. Student and advisor trainee evaluation responses are appended. (KC)

ED 229 553 CE 035 755

*Snyder, Vivian C.; Huttula, Janet D.*

Management and Resources Handbook on Program Accessibility. Second Edition.

**Sonoma State Univ., Rohnert Park, CA. California Inst. of Human Services.**

SPONS. AGENCY- California State and Consumer Services Agency, Sacramento. Office of Statewide Compliance Coordination.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Adults; Affirmative Action; Civil Rights Legislation; *Compliance (Legal); Disabilities; Employment Practices; *Equal Education; *Equal Opportunities (Jobs); Equal Protection; Federal Legislation; Federal Regulation; Financial Support; Grants; *Laws; Legal Responsibility; Legislation; Philanthropic Foundations; *Physical Mobility; Postsecondary Education; Secondary Education; State Aid; State Federal Aid; State Legislation; Vocational Education
IDENTIFIERS- California

This handbook provides answers to questions that state department program access coordinators most frequently ask when involved in evaluating for accessibility for handicapped persons and when developing changes to ensure that departmental programs and activities are equally effective and accessible to persons with disabilities. The handbook covers 12 areas: program accessibility, program access coordinator, program access advisory committee, state employment policies and practices, reasonable accommodations, state service policies and practices, service recipient accommodations, architectural access, grievance procedures on complaints of discrimination based on handicapping conditions, assurance of compliance, funding sources for program access, and legal mandates on program access. Each of these areas is covered in the guide in the following format: definition of the area, discussion of the role of the program access coordinator, and information sheets presented in question-and-answer style in most sections. Information sheets provide essential principles, share exemplary methods, state legal requirements, and list technical assistance resources. (The document contains an extensive list of funding sources such as foundations, government agencies, associations, and private businesses.) (KC)

ED 229 554 CE 035 756

*Spaeth, Samuel W.*
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973.
**California State and Consumer Services Agency, Sacramento. Office of Statewide Compliance Coordination.**
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Accessibility (for Disabled); Agencies; *Agency Role; Civil Rights Legislation; *Compliance (Legal); Disabilities; *Federal Legislation; *Federal Regulation; Government Role; Laws; Normalization (Handicap Ped); Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973

This booklet contains a history of each federal department's regulatory actions and Presidential Executive Orders on Title V of the Rehabilitation Act of 1973, Sections 504, 503, 502, and 501, from January 1974 through December 1982. It provides a chronological listing of the types and extent of regulatory and policymaking actions affecting implementation of specific Title V sections. The publication was designed to assist in searches of specific Federal Register publications on Executive Orders or Title V sections by those entities having administrative, adjudicating, and policy setting responsibilities relating to Section 504 implementation. Of the 150 entries in the publication covering these four Title V sections (2 Executive Orders and 148 regulatory memorandums), 108 entries relate to Section 504, 9 entries concern Section 501, 25 relate to Section 502, 5 concern Section 503, and 3 involve Section 505. The information is listed in the two most typical modes of referring to these regulatory and policy changes. In part 1, departments or agencies are listed alphabetically and actions taken appear in chronological order. Part 2 is a chronological list of publications in the Federal Register, while part 3 provides a brief chronological and statistical summation of all listed actions. (Author/KC)

ED 229 555 CE 035 761

*Ofosu-Amaah, Virginia*
National Experience in the Use of Community Health Workers. A Review of Current Issues and Problems. WHO Offset Publication No. 71.
**World Health Organization, Geneva (Switzerland).**
REPORT NO.- ISBN-92-4-170071-8
PUB DATE- 83
AVAILABLE FROM- WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adults; Allied Health Occupations; Allied Health Occupations Education; *Community Health Services; *Developing Nations; *Health Personnel; Income; Job Skills; Problems; *Program Implementation; *Program Improvement

This booklet examines how the concept of the community health worker (a person chosen from the community and trained to function in the community in close relationship with the health care system) is being practiced in various developing countries. It also identifies the major problems and indicates how the contribution of the community health worker to the provision of primary health care can be made more effective in the future. It is based on a review of literature as well as on unpublished reports of meetings and other generally inaccessible material. The booklet is organized into eight sections, covering these aspects of the community health worker concept: tasks and functions, selection and recruitment, training, remuneration, career prospects, attrition rates, support services, and concluding observations. Drawing examples from 46 countries, the booklet not only explains how these areas are handled in various countries but also makes recommendations about how the community health programs work best and how they can be implemented. (KC)

ED 229 556 CE 035 766

*Owens, Thomas R.*

Young Peoples' Attributions for Successful or Unsuccessful Learning at Worksites.

**Northwest Regional Educational Lab., Portland, Oreg.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- NE-C-00-4-0010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; *Career Education; Educational Research; *Experiential Learning; High Schools; *Individual Differences; National Surveys; Sex Differences; Student Attitudes; *Success; Vocational Education; Work Experience; *Work Experience Programs
IDENTIFIERS- *Experience Based Career Education

One aspect of a nationwide survey dealt with the extent to which the attribution theory might be used to help account for students' perceptions of their successes and failures at employer sites. The study involved 1,102 high school students enrolled in 18 experience-based career education programs in 16 states. Respondents indicated the degree to which various worksite factors contributed to an excellent or poor working experience. The six most highly rated reasons why certain job-site experiences resulted in excellent learning (success) were related to effort and skill. The six most highly rated reasons why experiences resulted in little or no learning (failure) were related to boring aspects of the tasks themselves. Students from some ethnic backgrounds rated easy and challenging tasks significantly differently than did those from others. Major differences among students were also found when considering grade point average and grade level. Results showed that some variables from previous attribution theory research--effort and ability--were found to be important as reasons given by students to explain success, but not failure, at employer sites and supported previous findings that different types of students have different attribution patterns. (YLB)

# DOCUMENT RESUME

ED 229 557 CE 035 767

*Owens, Thomas; Vinarskai, Eugene*
Examining the Impact of High School Vocational Education.
**Northwest Regional Educational Lab., Portland, Oreg.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- NE-C-00-4-0010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Quality; *Field Tests; High Schools; Material Development; *Models; *Outcomes of Education; Parent Attitudes; *Program Effectiveness; Program Evaluation; Student Attitudes; Surveys; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Impact; Oregon

Oregon created a model for measuring secondary vocational education effectiveness and developed and field tested instruments to carry out the design. The five key features of this model were student and societal needs, program components, program outcomes (occupational, educational, ancillary, and societal), multiple perspectives for judging effectiveness (students, program completers, staff, parents, employers, and advisory committees), and multiple contexts in which vocational education operates (individual vocational education classes, and program, state, and multi-state efforts). Assessment instruments based on the key outcomes of vocational education were developed and pilot tested for vocational and general education students, employers, vocational education staff and administrators, parents, and vocational education advisory committee members. Through a study, the instruments were then administered to a sample consisting of 12 schools in Oregon. Some of the results included: (1) students entered a vocational education program primarily because of an interest in the area; (2) as compared to nonvocational students, vocational students rated themselves as better prepared in work-related skills; (3) parents and vocational education teachers and coordinators rated students high in vocational and technical skills needed for entry-level jobs; (4) parents were generally satisfied with their child's vocational program; and (5) teachers and students rated the quality of instruction high. Some special

analyses are reviewed, and recommendations for vocational education improvements are suggested. (YLB)

ED 229 558 CE 035 768

*Owens, Thomas R.*
Helping Youth Become More Responsible.
**Northwest Regional Educational Lab., Portland, Oreg.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- NE-C-00-4-0010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Accountability; Adolescents; *Behavior Development; *Career Education; *Cooperative Education; Decision Making; Educational Research; Employer Attitudes; Experiential Learning; High Schools; *High School Students; Individual Development; Interviews; Personality Development; *Responsibility; Student Attitudes; Surveys; Teacher Attitudes; Vocational Education; *Work Experience Programs; Youth
IDENTIFIERS- *Experience Based Career Education

Students and teachers at a suburban high school in Oregon and employers associated with cooperative work experience (CWE) and experience-based career education (EBCE) programs were interviewed regarding youth responsibility. Specific focuses were perceptions about the meaning of responsibility, youth attitudes regarding being given adult responsibility, kinds of student responsibilities, elements of the school and workplace contributing to or reducing the opportunity for young people to demonstrate responsible behavior, and ways to modify school and workplace settings to enhance responsible behavior. Students felt responsible persons were reliable, trustworthy, and dependable. Teachers indicated responsible students used time well and were punctual. Employers' ideas of a responsible worker centered on punctuality, self-initiative, and loyalty. Students perceived the greatest help in becoming a responsible person as coming from home, work, and school, in that order. Students rated themselves as most responsible at job sites, somewhat lower in the CWE and EBCE programs, and lowest in their regular classes. Staff ratings correlated significantly only with the students' self ratings at the job site. Implications were that teachers, employers, and parents must provide young people with opportunities to make decisions and that effective strategies for developing responsibility in young people should be explored. (YLB)

*Kasworm, Carol; Courtenay, Bradley C.*

Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching.

PUB DATE- 14 Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Basic Education; *Classroom Techniques; Curriculum Development; *Educational Research; *Educational Strategies; *Functional Literacy; *Older Adults; Outreach Programs; Participation; Program Development; Reading Material Selection; Research Needs; State Programs; Student Recruitment; Teaching Methods
IDENTIFIERS- Georgia; Texas

Two separate research projects were undertaken in Georgia and Texas to examine the current and future needs of older adults for functional literacy and to analyze the involvement of adult basic education (ABE) programs to better serve those needs. The projects involved literature reviews; mail-out surveys; and one-on-one interviews with senior citizen nutrition site directors, ABE coordinators, ABE teachers, and older adults enrolled in ABE programs. These two research projects were analyzed from the perspective of obtaining key strategies for effective instruction in functional literacy skills and student recruitment strategies. Based on the analysis, it was concluded that subject matter must be relevant and taken from both the ascribed and expressed concerns of older adults. Furthermore, ABE instructors would do better to use an individualized, personal approach with older learners. When feasible, classes should be conducted in facilities designated for older adults. Results of the Georgia and Texas projects also point to several areas in which further research is needed. Particularly needed is inquiry leading to the development of an operational definition of literacy for the undereducated older adult. In addition, research measurements must be developed with and for the older adult; and, when research involves an intergenerational sample, a proportionate number of adults should be included in that sample. (MN)

ED 229 560 CE 035 800

*Bach, Irving E., Ed.*
Meeting the Career Development/Counseling Guideline Needs of Limited English Proficient Students.
**Educational Improvement Center-Central, Princeton, NJ.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Annotated Bibliographies; Bilingual Instructional Materials; Career Awareness; *Career Counseling; *Career Development; Career Education; Career Exploration; *Counseling Techniques; Counselor Role; Educational Strategies; Elementary Secondary Education; Federal Legislation; Guidelines; *Limited English Speaking; Records (Forms); Resources; Role Models; *Self Concept; Socialization; Student Evaluation; *Student Placement
IDENTIFIERS- New Jersey

This handbook is designed to help counselors meet the career development and counseling needs of limited English-proficient (LEP) students. Addressed in the individual sections of the guide are the following topics: self-awareness and socialization; placement guidelines (the initial interview, student assessment, scheduling and orientation, and follow-up); career development and counseling (career awareness for grades K-6, career exploration in grades 7-9, and career preparation in grades 10-12); and strategies for meeting the needs of LEP students. A bibliography of resources for use in the career education of LEP students concludes the guide. Appended to the handbook are a list of resource persons, role models, and agencies; the text of section 601 of the Civil Rights Act of 1964; a descriptive bibliography of bilingual tests for the secondary level; a sample letter requesting a transcript of a student's records; a list of county career education coordinators in New Jersey; and a list of bilingual instructional materials. (MN)

ED 229 561 CE 035 801

*Puglia, Barbara, Ed.; Bizzaro, Joseph, Ed.*
Meeting the Career Development/Counseling Needs of Disadvantaged Students.
**Educational Improvement Center-Central, Princeton, NJ.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Annotated Bibliographies; *Career Counseling; *Career Development; Check Lists; Community Resources; *Counseling Techniques; Counselor Role; Definitions; *Disadvantaged; Educational Diagnosis; Guidelines; Material Development; Questionnaires; Records (Forms); Resources; Secondary Education; Self Concept; Self Esteem; Self Evaluation (Individuals); *Student Evaluation; Surveys
IDENTIFIERS- *Diagnostic Prescriptive Approach

This handbook is designed to help counselors meet the career development and counseling needs of disadvantaged students. More specifically, the focus of the handbook is on helping disadvantaged students to gain a better understanding of their needs, to strengthen their self-concept, and to reach their fullest potential. Developed around a medical-related organizational pattern, the guide is divided into sections dealing with the symptoms of, diagnosis of, prescription for, and programs for the career and counseling needs of disadvantaged students. The following topics are included in the individual sections of the guide: symptoms (a working definition of the term disadvantaged, the process of identifying disadvantaged students, and additional identification tools); diagnosis of special needs (an initial intake interview form, a selection of recommended standardized assessment instruments, and a sample student profile form); prescription (seven recognized needs with a list of prescriptive activities and available resources, school and community references, and development of a resource inventory); and prognosis (conclusions, recommendations, and a counselor checklist). Provided in the section on developing a resource inventory are a sample letter, a community survey form, a school resource inventory form, community resource data cards, and a list of agencies and organizations. (MN)

ED 229 562 CE 035 802

*Grumelli, Maryanne Dettmer*

Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book.

**Educational Improvement Center-Central, Princeton, NJ.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Agribusiness; Agricultural Education; Allied Health Occupations Education; Bilingual Education; Business Education; *Career Education; Career Exploration; Community Education; Consumer Education; Cooperative Programs; *Demonstration Programs; *Disadvantaged; Distributive Education; Educational Objectives; Hispanic Americans; Home Economics Education; *Job Training; Landscaping; Models; Nontraditional Education; Outreach Programs; Pregnant Students; Program Descriptions; Secondary Education; Trade and Industrial Education; *Vocational Education; Work Attitudes; *Work Experience Programs; Work Study Programs
IDENTIFIERS- *New Jersey

This volume contains abstracts of 37 model New Jersey vocational programs that served disadvantaged students in fiscal year 1982. Included among the programs described are projects dealing with agriculture, agribusiness, the needs of pregnant teenagers, bilingual vocational business education, building trades, consumer education, work study, employment orientation, health occupations, vocational education for Hispanic youth, landscaping, marketing, masonry, welding, and work experience career exploration. Each abstract contains the following: the program title; a program contact person; the name and address of the school at which the project was implemented; the total disadvantaged population served; a breakdown of the population served according to sex, race, and disadvantaged category; an overview of the project; the project goals; essential elements of the program; and evaluation procedures and results. (MN)

ED 229 563 CE 035 811

*Owsley, Jean*
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report .
**Hot Springs School District 9, Thermopolis, Wyo.**
SPONS. AGENCY- Wyoming State Dept. of Education, Cheyenne.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adult Education; *Adult Programs; Adult Students; Agency Cooperation; Aging (Individuals); *Coping; Course Descriptions; Daily Living Skills; *Educational Innovation; Educational Needs; Home Instruction; Instructional Innovation; Nontraditional Education; *Older Adults; Pilot Projects; Program Development; Program Effectiveness; Program Implementation; Questionnaires; *Rural Areas; Student Educational Objectives; Surveys
IDENTIFIERS- 310 Project; *Project Senior; Wyoming

A pilot project, entitled Project Senior, was developed and implemented to provide innovative educational programing for older adults in the small rural setting of Thermopolis, Wyoming. Included among the major project activities were the following: a door-to-door survey of 759 persons over 55 years old to determine those courses most desired by the residents of Hot Springs County in Wyoming; presentation of 47 courses dealing with areas such as fire prevention, insurance and estate planning, exercise, hobbies and crafts, nutrition, health maintenance, and coping; provision of services for isolated, home-bound senior citizens; efforts to eliminate the myths of aging; and a campaign to promote interagency cooperation regarding funding and non-duplication of services to senior citizens. While Bible study classes were the most commonly requested programs on the survey, they were the least successful courses offered. The most successful courses, as determined by attendance, were health-oriented or community-concern courses such as Cult Awareness, Rape Prevention, Aerobics, Watercise, and Heart Disease. Project Senior has been a successful attempt to help isolated senior citizens develop life-coping skills and to develop an awareness of the myths of aging. Appended to the report are course outlines and descriptions, the door-to-door survey, and staff training models. (MN)

ED 229 564 CE 035 814

*Godbey, Gordon C.; Mohsenin, Iran C.*
Determining Maintenance of Achievement from ABE Programs.
**Pennsylvania State Univ., University Park. Div. of Education Policy Studies.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Basic Education; *Adult Literacy; Demography; Followup Studies; *Outcomes of Education; *Program Effectiveness; Questionnaires; *Reading Skills; Skill Development; *State Programs; State Surveys
IDENTIFIERS- 310 Project; Pennsylvania

A study examined the degree to which former students of Pennsylvania adult basic education (ABE) programs are maintaining and using the literacy skills that they developed while participating in ABE programs. During the study, researchers examined former students enrolled in ABE programs in 1974, 1976, and 1978. After analyzing demographic data obtained from 249 telephone interviews and from in-depth evaluations of the competency skills of 59 former students, the researchers concluded that statistical differences existed on two demographic variables only: 1974 students were more likely to be registered voters and 1978 students were more likely to have obtained a General Educational Development (GED) certificate. Students from all three groups surveyed maintained the literacy skills they developed during their ABE studies. The project staff concluded that if, as seems to be the case, literacy is maintained after a period of time, it would be cost effective to increase efforts to recruit and retain undereducated adults in ABE programs. Appended to the report are the project-developed interviewer's guide, the telephone questionnaire, and the text of the in-depth interview. (MN)

ED 229 565 CE 035 817

Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.

**Army Engineer School, Fort Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; *Blueprints; Building Trades; Electrical Occupations; *Electricity; *Hand Tools; *Heating; Individualized Instruction; Learning Activities; Pacing; Plumbing; Postsecondary Education; Secondary Education; Textbooks; *Trade and Industrial Education; *Ventilation; Workbooks
IDENTIFIERS- *Insulation; Military Curriculum Project

This first course in a four-course series on heating and ventilating for the secondary/postsecondary level is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The four lessons in the course cover these topics: (1) Blueprints and Specifications, (2) Tools and Piping, (3) Electricity, and (4) Insulation and Refractory. Designed for student self-study and evaluation, the course materials consist of a text and a student workbook. The text contains the reading assignments and appendixes (pipefitting, valves, and piping symbols; heating symbols; and heating power symbols). Materials found in the workbook are lesson objectives, text assignments, lesson review exercises, answers to the exercises, and a discussion of those answers. A course examination is provided, but no answer key is included. The course may be used for remedial or independent study. (YLB)

ED 229 566 CE 035 818

Heating and Ventilating II, 11-3. Military Curriculum Materials for Vocational and Technical Education.

**Army Engineer School, Fort Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 78

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; Building Trades; Electrical Occupations; *Fuels; *Heating; Individualized Instruction; Learning Activities; Pacing; Postsecondary Education; Secondary Education; Textbooks; *Trade and Industrial Education; *Ventilation; Workbooks

IDENTIFIERS- Military Curriculum Project

This second course in a four-course series on heating and ventilating for the secondary/postsecondary level is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The five lessons in the course cover these topics: (1) Principles of Heating, (2) Fuel and Fuel Systems, (3) Heating Unit Installation, (4) Coal-Fired Furnaces and Stokers, and (5) Oil and Gas Burners and Controls. Designed for student self-study and evaluation, the course materials consist of a text and a student workbook. The text contains the reading assignments. Materials found in the workbook are lesson objectives, text assignments, lesson review exercises, answers to the exercises, and a discussion of those answers. A course examination is provided, but no answer key is included. The course may be used for remedial or independent study. (YLB)

ED 229 567 CE 035 819

Heating and Ventilating III, 11-4. Military Curriculum Materials for Vocational and Technical Education.
**Army Engineer School, Fort Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; Building Trades; Electrical Occupations; *Heating; Individualized Instruction; Learning Activities; Pacing; Postsecondary Education; Secondary Education; Textbooks; *Trade and Industrial Education; *Ventilation; Workbooks
IDENTIFIERS- *Heaters; Military Curriculum Project

This third course in a four-course series on heating and ventilating for the secondary/postsecondary level is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The three lessons in the course cover these topics: (1) Warm-Air Heating, (2) Domestic Hot-Water Heating, and (3) High-Temperature Hot Water Heating. Designed for student self-study and evaluation, the course materials consist of a text and a student workbook. The text contains the reading assignments. Materials found in the workbook are lesson objectives, text assignments, lesson review exercises, answers to the exercises, and a discussion of those answers. A course examination is provided, but no answer key is included. The course may be used for remedial or independent study. (YLB)

Heating and Ventilating IV, 11-5. Military Curriculum Materials for Vocational and Technical Education.

**Army Engineer School, Fort Belvoir, Va.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Autoinstructional Aids; Behavioral Objectives; Building Trades; Electrical Occupations; *Heating; Individualized Instruction; Learning Activities; Pacing; *Plumbing; Postsecondary Education; Secondary Education; Textbooks; *Trade and Industrial Education; *Ventilation; *Water Treatment; Workbooks
IDENTIFIERS- Military Curriculum Project; *Steam Heating

This fourth course in a four-course series on heating and ventilating for the secondary/postsecondary level is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The four lessons in the course cover these topics: (1) Feed-Water, Condensate, and Pump Systems; (2) Treatment of Boiler Water; (3) Steam Plants; and (4) Steam Distribution. Designed for student self-study and evaluation, the course materials consist of a text and a student workbook. The text contains the reading assignments. Materials found in the workbook are lesson objectives, text assignments, lesson review exercises, answers to the exercises, and a discussion of those answers. A course examination is provided, but no answer key is included. The course may be used for remedial or independent study. (YLB)

ED 229 569 CE 035 821

*Schuehler, Susan S.; And Others*
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
**Moravian Coll., Bethlehem, Pa.**
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; Adult Programs; *Continuing Education; Cost Effectiveness; Demonstration Programs; Educational Counseling; Information Dissemination; *Linking Agents; Models; Postsecondary Education; Program Development; Program Effectiveness; Publicity; Public Relations; *Small Businesses; State Programs; *Unions
IDENTIFIERS- 310 Project; *Educational Brokerage; Linkage; Pennsylvania (Lehigh Valley); *Project LINK

A project entitled the LINK Program was undertaken to develop a model program of educational brokering through union locals and small businesses in the Lehigh Valley in Pennsylvania. Included among the major project activities were the following: contacting unions, presenting a model program to them, and soliciting support from union officials; advertising and explaining the program to shop stewards and general union membership; educational counseling on a one-to-one basis for individuals requesting educational brokering services; and referring individuals to appropriate programs. Cooperating actively in the program were four unions, four area adult education programs, and two local community colleges. Other area four-year institutions provided the educational broker with materials about their programs to use in educational counseling. As a result of the project, 100 people received educational counseling; educational information was made available to 1,690 people; and 490 people participated in informal mini-workshops. A formal evaluation determined that the program was well-received and that a definite need for this type of program exists in the Lehigh Valley. (Appended to the report are handouts for use in counseling union members and small business employees, news releases, and tips for working with unions.) (MN)

ED 229 570    CE 035 833

# NATCON 3.

**Canadian Commission of Employment and Immigration, Ottawa (Ontario).**

REPORT NO.- ISBN-0-662-12507-X; WH-7-252E
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTIONS- Adults; *Career Counseling; Competence; Counseling Effectiveness; *Counseling Techniques; Counseling Theories; *Daily Living Skills; *Employment Counselors; Human Relations; *Information Dissemination; Instructional Materials; Objectives; Program Effectiveness; Publicity; Sensitivity Training; Teaching Methods; *Values Clarification
IDENTIFIERS- Canada; Canadian Values Inventory

This document contains eight papers in the field of vocational guidance and counseling that were collected in Canada. In the first paper, David Clemens describes the distribution of a career planning booklet through newspapers in Ontario, determining that the booklet was useful to a widespread audience. In the second paper, Charles Bujold views the Canadian Values Inventory and concludes that the most exciting research in this field is yet to be done. The third and fifth papers in this collection, by Joan Hearn and Paul Smith respectively, concern life skills education, suggesting ways human relations skills can be taught and materials that can be used in life skills coaching. In the fourth paper, D. Stuart Conger sets forth the 10 tasks of the assessment component of employment counseling and suggests how the counselor can help clients to set goals. The final three papers concern various aspects of counseling. In the sixth paper, Guy Busque and Georges Sarrazin suggest an evaluation system of employment counseling, while D. Stuart Conger and M. Catherine Casserly explore stages in adults' lives as they relate to career counseling and work patterns. In the final paper, which comprises half of the document, R. F. Giroux presents competencies that should be possessed by persons who provide adult career counseling and guidance. (KC)

# DOCUMENT RESUME

ED 229 571 CE 035 834

NATCON 4.
**Canadian Commission of Employment and Immigration, Ottawa (Ontario).**
REPORT NO.- ISBN-0-662-12508-8; WH-7-253E
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTIONS- Adolescents; Adults; Career Counseling; *Computer Assisted Testing; *Counseling; Counseling Effectiveness; *Counseling Techniques; Counseling Theories; Employment Counselors; Helping Relationship; *Occupational Tests; *Peer Counseling; Social Networks; Testing; Vocational Aptitude
IDENTIFIERS- Canada; *General Aptitude Test Battery

This document collects five presentations in the field of vocational counseling and guidance. Its aim is to share research reports with vocational counselors, enhancing the level of this service in Canada. In the first paper, Benjamin Gottlieb discusses social networks and the gestalt of help-seeking, pointing out that persons are attached to social networks, and that when these networks are torn (by divorce, loss of job, death), the individual needs help to form new attachments. The second and third papers in the collection concern peer counseling and peer intervention. In the second paper, Rey Carr details the rationale, origins, and practice of peer counseling, with particular applications to involving adolescents as peer counselors. The author takes the view that teenagers have been ignored as a source of positive help to other teenagers and that they can be trained to help others make effective decisions. In the third paper, P.S. Sussman surveys reports on research with peer counselors, concluding that more careful study should be made of peer intervention systems before encouraging their widespread use. The feasibility of using computers to assess vocational aptitudes is explored by Robert Knights and Clare Stoddart in the fourth paper. The authors conclude that it would be possible to automate parts 1 to 7 of the General Aptitude Test Battery, although the development of a completely new battery of tests to take advantage of the computer is recommended. In the final paper, Andre Lepine evaluates the Certification in Testing program for employment counselors, focusing on persons who have participated in the program, and makes recommendations for further study. (KC)

ED 229 572 CE 035 835

*Wonacott, Michael E.; Hamilton, James B.*
Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No. 64.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. LT64).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Higher Education; *Inservice Teacher Education; *Program Descriptions; *Program Implementation; Program Improvement; *Retraining; Skill Development; Skill Obsolescence; Technical Education; *Technological Advancement; *Vocational Education Teachers; Work Experience Programs

This document reports the results of work in identifying promising approaches to the provision of technological update to vocational/technical teachers and barriers as well as facilitators to the use of those approaches. (Technological update refers to the technical, as opposed to pedagogical, knowledge and skills needed by vocational teachers to provide their students with up-to-date preparation for the current technology of the world of work.) Information on approaches now in use to update teachers' technological knowledge and skills was gathered from literature, knowledgeable observers, and vocational education institutions and agencies. Criteria related to cost effectiveness, complexity, and locus of administrative control were then applied to select those approaches that appear to offer promise. Two different kinds of approaches were identified. First, six specific delivery techniques were described: work experience internships, university and college course work, workshops, industry observation, education and industry staff exchange, and part-time employment. Second, three different types of update programs were described: local programs, nonlocal programs, and industry training and update programs. Major barriers or facilitators include availability of funding, motivation, and policy. The result of the study is nine descriptions of promising approaches to the task of providing technological update, each approach with its own potential for providing update, administrative characteristics, advantages and disadvantages, and barriers and facilitators. The study recommended research to determine responsibilities of the various agents (teachers, administrators, state and federal departments of education, and business and industry) for updating and providing sufficient funds to carry out updating programs. (KC)

ED 229 573 CE 035 837

*Knaak, William C.*
Learning Styles: Applications in Voc Ed. Information Series No. 254.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN254).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Techniques; *Cognitive Style; Competence; *Competency Based Education; Computer Oriented Programs; Individualized Instruction; *Learning Theories; *Mastery Learning; *Models; Postsecondary Education; Secondary Education; Teaching Methods; Technical Education; *Vocational Education
IDENTIFIERS- Minnesota

Awareness of the need for more effective instruction for heterogeneous groups of students has resulted in the development of the "mastery learning" model through which students are provided with the additional time necessary to achieve mastery of the content to be learned. The mastery learning model does not, however, provide a conceptual framework through which teachers can make decisions about the alternative instructional methodologies to offer each student. A second type of learning theory is known as "learning styles." A variety of models have been developed, all of which are based on theories of cognitive style. The combination of a learning styles model and the mastery learning concept holds great promise for improved programs that can provide for the learning styles of the learners. A need exists, however, for content specification. In vocational education, the competency-based vocational education (CBVE) model provides the content specification required for the implementation of an effective, success-oriented program. Several such programs have been implemented in vocational-technical institutions around the country. (Two such programs are in White Bear Lake, Minnesota and in Appleton, Wisconsin.) Both of these programs involve assessment of learning styles through computerized educational cognitive-style mapping of students and matching them with alternative instructional methodologies prescribed by the resulting cognitive map.

ED 229 574 CE 035 842

*Mikulsky, Marilyn; McEnaney, Walter K.*
Mechanical Drawing and Design.
**New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Architectural Drafting; Building Design; Course Descriptions; Course Objectives; *Design; Drafting; *Engineering Drawing; Geometric Constructions; *Industrial Arts; Learning Activities; Orthographic Projection; Secondary Education; Trade and Industrial Education
IDENTIFIERS- Sketching

A syllabus is provided for a comprehensive foundation course in mechanical drawing and design for grades 9, 10, 11, or 12 that is prerequisite to advanced elective courses. Introductory materials include course objectives, an overview of basic concepts, and guidelines for implementation. Brief discussions of and suggestions for the areas of design and freehand sketching follow. A section on mechanical representation is divided into these general areas: drafting instruments, lettering, geometric constructions, orthographic projection, dimensioning, pictorial representation (isometric, oblique, exploded views, and perspective), sectional view, auxiliary view, development, and intersections. An introduction, a list of basic knowledge concepts, and suggested activities are provided for each area. Suggestions are also made for further study in creative areas (architectural design and drawing; industrial and product design; tool and equipment design; charts, graphs, and monograms; and applied design) and technical areas (working drawings, electrical drawings, cams and gears, and common fasteners). An introduction, basic knowledge concepts, and suggested activities are provided for each area. A brief discussion of advanced elective courses and a flow chart of courses conclude the syllabus. (YLB)

ED 229 575 CE 035 844

*Brown, David*

Project Access: ABE & GED Instruction and Testing for Sight and Muscular Handicapped Persons. (A 310 Project, 7-1-81 to 6-30-82).

**Philadelphia School District, PA. Div. of Adult Education.**

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 2 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; Blindness; *High School Equivalency Programs; Material Development; Media Selection; Physical Disabilities; Program Development; Program Implementation; Teaching Methods; Testing; *Visual Impairments
IDENTIFIERS- 310 Project; *Muscular Disabilities

Project Access was developed to provide Adult Basic Education (ABE) and General Educational Development (GED) classes for visually and muscularly impaired adults in a totally accessible and supportive environment. Existing instructional materials were adapted to several formats, e.g., large print, cassette tape, and Braille; instruction was limited to small groups; and GED testing was administered at the class site. Thirteen students were enrolled. Nine were tested and placed in the GED component and four in the ABE component. Some conclusions reached were that no need exists to develop original materials, since existing materials can be converted to different forms; small group instruction with special provision for working with students individually is most feasible; listening skills and familiarity with tape recorders are of paramount importance to programs for the visually handicapped; and transportation should be provided to enable more individuals to reach the class location. (Appendixes include reference data, a questionnaire, and samples of the large print and Braille versions of the GED examination.) (YLB)

ED 229 576 CE 035 845

*Smith, Brandon B.*
Cognitive Structure of Technical Knowledge: A Free Association Methodology.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Association (Psychology); *Cognitive Style; Educational Research; *Research Methodology; *Schemata (Cognition); Technical Occupations; *Television Radio Repairers; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Free Associations; *Structure of Knowledge

Research was undertaken to determine if the free association methodology was a reliable and valid technique to map hierarchical associative technical knowledge. A sample consisting of four flexible and four inflexible workers in the radio/television repair and the mobile radio repair occupations responded to 163 radio and television words and 184 words for mobile radio communications, respectively. The free association responses for the four flexible and the four inflexible workers in each of the two occupations were pooled and subsequently subjected to a hierarchical factor analysis procedure. The associative methodology produced technical conceptual maps with face and content validity for flexible and inflexible workers in each occupation. Flexible workers had a larger and different technical vocabulary, and there were visual differences in the number and structures for the flexible workers and inflexible workers. Results suggested that the free association procedure is quite reliable and capable of producing technical associative structures for a technical field showing differences between groups of workers at different levels of proficiency and capable of producing a conceptual map of technical content that may be useful in curriculum development. (The instrument and some figures are appended.) (YLB)

ED 229 577 CE 035 847

*Rosenthal, Neal H.; Pilot, Michael*
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN252).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Demography; *Educational Planning; Employment Patterns; *Employment Projections; Employment Statistics; Industry; *Information Utilization; Job Training; Labor Needs; *Occupations; *Program Development; Statistical Data; *Vocational Education
IDENTIFIERS- *Bureau of Labor Statistics

Intended to foster greater understanding of employment projections available from the Bureau of Labor Statistics (BLS), this paper describes their development, their limitations, their use, and publication details. The methods used to develop BLS occupational employment projections are first described: projection of the labor force based on population projections by age, sex, and race; projections on the state of the general economy and on industry employment; and use of an industry-occupational matrix to convert industry employment figures that show the proportion of total employment in each industry by occupation. Assumptions upon which the data are based are discussed, and these factors that cause imprecise projections are cited: imperfect statistics, business cycles, political and social events, analytical judgments, and geographical differences. Uses of projections information by counselors, educators, and others who help people choose a field of work are considered as well as uses by national, state, and local officials who plan education and training programs. Information is provided about the format, purpose, and frequency of the BLS publications that are sources of occupational projections data. A recommendations section urges vocational educators to use and report their satisfaction with occupational projections data in program planning. (YLB)

ED 229 578 CE 035 848

*Humbert, Jack T.; Woloszyk, Carl A.*
Cooperative Education. Information Series No. 253.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN253).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Career Education; Career Guidance; *Cooperative Education; Coordination; *Educational Benefits; Employers; Experiential Learning; *Instructor Coordinators; Organization; Program Administration; *Program Design; Program Development; Public Relations; Rewards; Secondary Education; *Teacher Responsibility; Teacher Role; Vocational Education Teachers

Cooperative education programs aid students in making the transition from school to work. Other benefits include enhanced employability and earning power. Employers benefit through the ability of cooperative education programs to adapt to labor market needs, through reduced recruitment and training problems, and through the satisfaction gained from helping to educate students. The essential elements of cooperative education programs include (1) alternate or parallel periods of instruction in school and supervised employment, (2) written training agreements, (3) vocational instruction related to the job and the student's academic study or career goals, (4) carefully planned alternation of study and work, and (5) students' employment and compensation. These activities are guided by a cooperative education coordinator--an individual who functions in each of the five areas into which the program is organized: administration, coordination, guidance, public relations, and professional development. Issues and recommendations for future cooperative education programs include increased funding, required preservice and inservice training for coordinators, and an expanded role for advisory committees. (Appendixes include descriptions of experiential educational programs, a list of cooperative education coordinator functions, a sample training agreement and school year training plan, a directory of state officials with supervisory responsibility for cooperative education programs, and a glossary.) (YLB)

ED 229 579 CE 035 849

Clark, Donald M.
Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN255).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Career Education; Change; *Coordination; Economic Development; *Educational Cooperation; Educational Responsibility; *Industry; Job Training; *Labor Force Development; Postsecondary Education; Retraining; School Business Relationship; School Role; Secondary Education; *Unemployment; *Vocational Education; Work Environment
IDENTIFIERS- *Displaced Workers

Worker displacement is a priority human resource issue that must be resolved to improve economic productivity, to further revitalize the American economy, and to cope with growing international competition. The work force and work place of the 1980s are undergoing changes that could result in ever larger scale joblessness. These changes include technological changes, change from a goods producing to a service economy, geographical shift of business, mismatch of graduates to job openings, population changes, and increase of women in the labor force. National economic policies associated with human resource development that have contributed to the imbalance between worker supply and demand are minimum wage, full employment, and investment credit. Bringing education into better alignment with the work place is the priority need in reducing worker displacement. Human resources development can be improved through a comprehensive career education and vocational training program. New approaches to reducing worker displacement should be aimed at meeting employer and worker needs through improved cooperation between industry and the schools. The occupational planning process must be improved; the response to local worker displacement should be decentralized; and workers should develop transferable skills. (YLB)

ED 229 580 CE 035 850

*Denniston, Denie*
Older Workers: What Voc Ed Can Do. Information Series No. 256.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN256).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Age Discrimination; Aging (Individuals); Educational Responsibility; Employer Attitudes; *Employment Opportunities; *Employment Practices; Federal Legislation; Federal Programs; *Older Adults; Personnel Policy; Retirement; *School Role; *Vocational Education
IDENTIFIERS- *Older Workers

The anticipated "graying" of the American work force may result not only in the intensification of the severe economic and personal problems of members of society but also in eventual shortages of workers in critical areas. A growing demand for workers in the coming decades may lead to the need for incentives to encourage older people to remain in the work force. Personal and financial factors, as well as work place conditions, may reverse the early retirement trend. An examination of the legislation, funding, programs, and services for older persons shows attempts that have been made to clarify issues relating to older citizens and to provide them with assistance. Ways to eliminate age discrimination are legislation and funding and solutions in the work place, such as alternative work schedules; job redesign, transfer, or reassignment; phased retirement; or part-time employment. The main issue vocational educators must address is improved vocational skills-training opportunities for older adults. Employers can implement progressive policies extending work group opportunities to older workers and provide continued education and training opportunities. (YLB)

ED 229 581 CE 035 851

*Reubens, Peggy*
Vocational Education for Immigrant and Minority Youth. Information Series No. 257.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN257)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adolescents; Basic Skills; Bilingual Education; Educational Responsibility; *Education Work Relationship; Elementary Secondary Education; *Immigrants; Job Skills; *Minority Groups; Multicultural Education; Occupational Information; *School Role; *Social Environment; Social Influences; Success; *Vocational Education
IDENTIFIERS- Vocational Education as a Second Language

Efforts of immigrant and minority youth to make the school-to-work transition successfully are adversely affected by social, psychological, cultural, familial, and individual factors. Complicating their struggle to attain a sense of competence and personal identity, which is common to all youth, are "outsider status," language problems, and cultural misunderstandings. Social factors that affect their successful transition are the degree of the society's egalitarianism, cultural pluralism, racism, sexism, and class stratification. Also significant are the society's attitudes toward youth, political stability, governmental structure, legal system, rate of economic growth, and employment structure. Social institutions, especially schools, can help students make the transition. Preschool programs provide support that pays off in the early working years. The quality of primary, secondary, and vocational education is especially significant for immigrant and minority youth. Educational issues surrounding these populations include the provision of bilingual instruction, including vocational education in a second language, instruction based on individual learning styles, multicultural curricula, culture-fair testing and assessment procedures, integrated schools, comprehensive educational programs, and nonstereotypic treatment. Programs to prepare youth for work must deal with basic skills, occupational skills, and occupational information. Work experience programs, on-the-job training programs, "second chance" programs, and employment services are also needed. (YLB)

ED 229 582 CE 035 853

*Huddleston, Kenneth; And Others*
The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
**Fox Valley Technical Inst., Appleton, Wis.**
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 83
AVAILABLE FROM- Fox Valley Technical Institute, Educational Resource Center, P.O. Box 2277, Appleton, WI 54912 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Colleges; *Economic Development; Educational Opportunities; *Labor Force Development; Needs Assessment; *Planning; Program Design; *Program Development; Program Implementation; School Business Relationship; School Community Relationship; School Districts; School Role; Self Evaluation (Groups); Technical Assistance; Technical Institutes; Two Year Colleges; *Vocational Education

This guide was developed to assist local postsecondary community and technical colleges in designing or redesigning an economic development strategy. Section 1 explains the critical need for enhancing the development of human resources to boost the lagging productivity of the state (Wisconsin) and nation. The second part suggests an eight-step sequential process for building a local economic development plan. It provides thought-provoking questions and actual elements to be addressed in the development of an action plan for extending economic development services to the local business community. The following major areas are examined: (1) securing local commitment, (2) conducting an internal assessment of institutional resources, (3) assessing the needs of the community, (4) developing the plan itself, (5) securing institutional approval, (6) preparing for startup, (7) implementing the plan, and (8) evaluating the economic development services. Appendixes include a listing of guide assumptions, a bibliography, and a resource list. (YLB)

ED 229 583 CE 035 855

Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education.

**Air Force Training Command, Sheppard AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF06/PC36 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Allied Health Occupations Education; Anatomy; Behavioral Objectives; *Cardiovascular System; Course Descriptions; *Heart Disorders; *Inhalation Therapists; Lesson Plans; *Medical Laboratory Assistants; Physiology; Postsecondary Education; Programed Instructional Materials; Textbooks; Workbooks
IDENTIFIERS- Cardiology; *Cardiopulmonary Technicians; Military Curriculum Project; *Respiratory Therapy

These instructor and student materials for a postsecondary level course for cardiopulmonary laboratory specialist training comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the course is to train students to assist cardiologists and pulmonary physiologists in examining, evaluating, diagnosing, and treating cardiopulmonary diseases and injuries. Basic math skills and background in biology and chemistry are required for this specialty course for students with basic medical laboratory training and experience. The two blocks of instruction are Cardiology and Pulmonary Medicine. Skills taught include diagnostic and therapeutic procedures, such as administering electrocardiograms, phonocardiograms, vectorcardiograms, stress tests, and blood gas analysis. Anatomy, physiology, medical terminology, care of cardiovascular disorders, and inhalation therapy are among the major areas of study. Instructor materials consist of a course chart and a plan of instruction detailing the units of instruction, criterion objectives, lesson duration, and support materials needed. Student materials for blocks 1 and 2 are 16 study guides, 16 programed texts, and three handouts. Several commercial texts and audiovisual aids are recommended but are not provided. (YLB)

# DOCUMENT RESUME

ED 229 584 CE 035 856

Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education.

**Air Training Command, Randolph AFB, Tex.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 75
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Air Transportation; Behavioral Objectives; Course Descriptions; Inspection; Learning Activities; Lesson Plans; Maintenance; *Metals; *Metal Working; Postsecondary Education; *Repair; Safety; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- *Adhesion Bonding; *Metal Bonded Repair; Military Curriculum Project

These instructor materials and student study guide for a secondary/postsecondary level course in metal-bonded repair comprise one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose stated for the course is to train students in the knowledge and skills necessary to perform as managers and repair technicians in adhesive bonding shops. Designed as an additional specialty for students with experience in metals processing, the course can be used as a sub-unit or for advanced study in a metals processing course. The course consists of one block covering 26 hours of instruction. Four lessons cover these topics: course orientation and safety, introduction to metal bonded structures, principles of repair processes, and inspection and evaluation. Instructor materials include a course chart; a plan of instruction detailing units of instruction, criterion objectives, lesson duration, and support materials needed; and lesson plans. The study guide contains objectives, text material, references, and review exercises. Audiovisuals are suggested for use but are not provided. (YLB)

ED 229 585 CE 035 874

A Secondary Curriculum Guide for Health Occupations Education in Washington State.

**Washington State Univ., Pullman. Dept. of Vocational Technical Education.**

SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.

PUB DATE- Jul 82

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Allied Health Occupations Education; Annotated Bibliographies; *Educational Resources; Federal Legislation; Guidelines; Lesson Plans; Nursing Education; *Program Content; Program Descriptions; *Program Development; Program Implementation; Secondary Education; State Curriculum Guides; State Legislation; *State Standards; Statewide Planning; Teaching Methods; Vocational Education

IDENTIFIERS- *Washington

This guide was prepared to assist new health occupations teachers in the state of Washington to conduct their courses on the secondary level. The guide helps health care practitioners to answer such questions as: (1) What are health occupations and what kinds of programs are found in secondary education? (2) What kinds of regulations affect health occupations programs in public schools? and (3) What topics should be taught, where are resources found, and how can a curriculum be developed? Since the majority of secondary health occupations programs in Washington are for training nursing assistants, many of the examples and some of the detail in this guide are aimed at the nursing assistant programs. However, the overall focus of the guide is on secondary health occupations programs in general. The guide specifies and clarifies the minimum standards for a program while suggesting possible alternatives. Topics covered in the guide include general considerations about the health occupations education program in the state, planning health occupations programs, and program content. Appendixes to the guide contain rules and regulations, resources, and an annotated bibliography. (KC)

ED 229 586 CE 035 875

*Emerson, L. J.; DeYoung, Lucy*
Small School Vocational Cooperative.
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cooperative Planning; *Cooperative Programs; Demonstration Programs; *Educational Equity (Finance); Educational Needs; Educational Trends; Finance Reform; High Schools; Program Development; School Districts; School Size; *Small Schools; *Statewide Planning; *Vocational Education; Vocational High Schools
IDENTIFIERS- *Washington

This small-school vocational education research project, conducted during the 1981-82 school year in Washington State, attempted to develop alternative vocational program delivery and funding strategies for small high school districts. A statewide review committee and two principal investigators conducted national and statewide research to identify unique small school vocational concerns in the state and existing exemplary vocational programs for small schools accross the nation. Present vocational program funding methods in the state were also evaluated. (Washington State defines a small high school district as having 300 full-time equivalent students or fewer.) Upon completion of the research activities, the committee concluded that small high school districts are experiencing a diseconomy of scale when attempting to provide diverse and technologically current vocational education programs. The committee's belief was that all students, regardless of their physical location and size of school, should have access to similar vocational education programs. The committee further determined that to provide diverse vocational education programs in every small school district is neither cost effective nor programmatically practical. Therefore, the committee recommended the establishment of a process to facilitate statewide sharing of technical expertise and equipment by small high school districts through a cooperative approach involving local districts, the state of Washington, and private industry. The establishment of the cooperative should assist small high school students to gain access to vocational education programs similar to those available to their counterparts in larger districts. (KC)

ED 229 587 CE 035 888

*Lynn, Mary Ann; And Others*
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois.
**Illinois State Univ., Normal. Center for the Study of Educational Finance.**
SPONS. AGENCY- Illinois School Problems Commission, Springfield.
PUB DATE- Mar 83
AVAILABLE FROM- Center for the Study of Educational Finance, 331 DeGarmo Hall, Illinois State University, Normal, IL 61761 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; Curriculum; *Economic Status; Educational Equipment; *Educational Equity (Finance); Educational Facilities; Educational Finance; Educational Needs; Educational Objectives; Enrollment; Enrollment Trends; *Equal Education; Financial Support; High Schools; Pilot Projects; Program Content; *School Districts; *School Size; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Illinois

A pilot study addressed the economic issue in vocational education as it relates to the wealth and size of school districts. Examined during the study were nine high schools and nine unit districts that fell into three subgroups based on wealth and enrollment. Data were gathered from public records as well as from school business managers and superintendents regarding wealth, size, numbers of students enrolled, and programs offered. Although the researchers were prepared to treat these data statistically, the districts and programs examined appeared to be so diverse that the designers of the study concluded that a statistical treatment would be inappropriate. Because conscious decisions concerning areas such as the scope of programs and the depth of offerings are the prerogative of local districts, the researchers could not assume that large differences in costs per pupil necessarily represent a difference in the quality of vocational offerings. Therefore, they did not conclude that equity problems exist in the state's vocational education system. They did, however, call for a survey to assess the need for more up-to-date hardware, equipment, and facilities and cautioned that care should be taken to ensure that small, poor districts are not the most burdened by outdated facilities. (MN)

ED 229 588 CE 035 889

*Hinrichs, William L.; And Others*
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State.
**Illinois State Univ., Normal. Center for the Study of Educational Finance.**
SPONS. AGENCY- Illinois School Problems Commission, Springfield.
PUB DATE- Mar 83
AVAILABLE FROM- Center for the Study of Educational Finance, 331 De Garmo Hall, Illinois State University, Normal, IL 61761 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Consolidated Schools; Educational Administration; *Educational Equity (Finance); Educational Finance; Educational Planning; Elementary Secondary Education; *Equal Education; Feasibility Studies; Program Effectiveness; Rezoning; *School District Reorganization; *School Districts; State Programs; Statewide Planning
IDENTIFIERS- *Illinois

A study assessed the effect of theoretically consolidating elementary and secondary districts into unit districts in Illinois to achieve financial equity goals in that state. More specifically, the study was designed to develop a procedure for the theoretical formation of pseudo-unit school districts in Illinois using existing unit districts together with the newly created pseudo-unit districts as the database. In the study, the dual districts were abolished and the state was treated as if it were comprised entirely of unit districts. This was done by merging all elementary districts into the overlying secondary districts, thus reducing the number of school districts in Illinois to less than 600. This type of analysis indicates that the state as a whole could make progress toward financial equity goals by abolishing dual districts. Less variation would exist in expenditures per pupil and less dependence of expenditures per pupil upon local district wealth if Illinois consisted only of unit districts. However, even such a consolidation effort would not reverse the slide away from financial equity goals that has been documented since the mid-1970s. Only an increase in state support can help stop and eventually reverse this slide. (MN)

ED 229 589 CE 035 890

*Kurtz, Ivan G.*
High Technology in the Manufacturing Sector of the Toledo Economy.
SPONS. AGENCY- Private Industry Council, Toledo, OH.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Automation; Economic Development; Economic Factors; Educational Needs; *Employment Patterns; *Futures (of Society); Industrialization; *Labor Needs; Literature Reviews; *Manufacturing; Postsecondary Education; Program Implementation; Questionnaires; Surveys; Technological Advancement; Trend Analysis
IDENTIFIERS- High Technology; *Ohio (Toledo); *Reindustrialization; Robotics

A study examined the degree of reindustrialization underway and planned for in the greater Toledo area located in northwestern Ohio. It also analyzed the perception of manpower requirements needed to support such a reindustrialization effort. During the study, researchers reviewed literature dealing with current employment patterns and labor needs around the country and in the Toledo area in particular. Also, they examined literature devoted to the prospects for computer-integrated manufacturing. In addition, they surveyed 27 representatives (predominantly executives and administrators) of 27 Toledo-based firms in order to determine the firms' current and planned use of high technology. Based on data obtained from the literature review and from the survey, the designers of the study made the following conclusions and recommendations: (1) economic development in the Toledo area must concentrate on high technology application rather than on development of high technology industry; (2) a survey of high technology activity in the non-manufacturing sectors of the Toledo economy must be undertaken; (3) local industry should be sensitized to the benefits and applications of high technology; (4) strategic planning for skilled manpower must be developed and implemented; and (5) a coordinating center for high technology activities should be developed in the Toledo area. (The survey is appended.) (MN)

ED 229 590 CE 035 893

*Orsak, Charles G., Jr.*

# The Study Circle: A Practical Scandinavian Pedagogy.

PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Education; Community Organizations; Continuing Education; *Delivery Systems; Foreign Countries; *Nonformal Education; Outreach Programs; Public Affairs Education; *Self Directed Groups; Teaching Methods
IDENTIFIERS- Scandinavia; *Study Circles

Study circles have been an inexpensive, practical method of adult education in Scandinavia since their formal introduction in Sweden in 1902. From their origins in political and union ideas, they have been developed through a network of organizations which sponsor them on all different subjects. A study circle is a group of people with a common interest who meet to study any topic. A specially trained facilitator/leader stimulates discussion. Instead of merely conveying knowledge or a skill, study circles furnish a broader understanding of a subject, contribute towards the participants' personal development, and provide practical experience in cooperation with others. The study circle usually has a professionally prepared study guide designed to allow for participants to decide the pace and direction of work and their level of aspiration. Study circle activities have been subsidized by the government in the Scandinavian countries, where they have been found to be of value in three areas: politics, vocational training, and study and enrichment. While the term "study circle" may be new to the United States, the activity is not. The Study Circle Consortium has been formed to encourage and promote the study circle as a method of adult education in this country. (YLB)

ED 229 591 CE 035 894

*Groff, Warren H.*
The Economic and Social Impacts of the Transition from the Industrial Society to a Computer Literate, High Technology, Information Society.
PUB DATE- 22 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Computer Literacy; Demography; *Economic Development; Educational Finance; *Educational Needs; *Educational Planning; Educational Research; Educational Trends; Financial Policy; Financial Support; Futures (of Society); Human Resources; Industrialization; Industrial Structure; Information Needs; Information Utilization; Labor Force Development; Labor Needs; Needs Assessment; Position Papers; Postsecondary Education; Program Development; *School Role; *Social Change; State Programs; Statewide Planning; *Technological Advancement; Trend Analysis
IDENTIFIERS- High Technology; *Ohio

As our society evolves from an industrial society to a computer literate, high technology, information society, educational planners must reexamine the role of postsecondary education in economic development and in intellectual capital formation. In response to this need, a task force on high technology was established to examine the following topics: the development of a perspective or a futures scenario for Ohio; human resource development of providers and consumers of postsecondary educational services; equipment and capital plan expenditures; and implications for program development, approval, and evaluation. After analyzing Ohio's strengths and weaknesses as well as its opportunities for and the threats against its successful transition to a high technology information society, members of the task force concluded that the evolution of a technetronic society in Ohio can develop in a systematic way if the state can manage the issue of intellectual capital formation. What is needed is a conceptual framework to guide Ohio and its institutions in such a way as to focus science and technology on the individual and quality-of-life issues. In response to this need, the task force has developed a detailed plan of action concerning strategic planning, human resource development, capital planning, and program development and review for the 1983-1985 biennium. (A summary of the specific task force recommendations is appended.) (MN)

ED 229 592 CE 035 895

*Hamilton, James B.; And Others*

Technological Update of Vocational/Technical Teachers: A Status Report.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Nov 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Needs; Educational Practices; Educational Strategies; *Inservice Teacher Education; Needs Assessment; Postsecondary Education; *Professional Continuing Education; Secondary Education; State Programs; Technical Education; *Technological Advancement; *Vocational Education; *Vocational Education Teachers

A study examined the extent and nature of the problem of keeping secondary and postsecondary vocational and technical teachers in the United States up to date in the technology of their fields. During the study, 18 knowledgeable individuals were identified in 18 states to prepare papers on the need for and the problems of technological update of secondary and postsecondary vocational and technical teachers. Analysis of these papers indicates that large numbers of vocational and technical teachers at both the secondary and postsecondary levels are considered to have substantial or critical need for updating their knowledge of the technology of their field. Furthermore, this need exists for all occupational service areas examined. Despite the fact that a variety of approaches to technological update are being used, lack of resources in terms of money, time, and links with external organizations are seen as major barriers to the successful technological update of teachers. Among those approaches considered to have the greatest potential for successfully updating programs are workshops, conferences, and seminars as well as collaborative activities and programs among schools, business, and industry for teacher occupational experiences and curriculum content revision. Particularly needed is an overall teacher update plan that provides for effective selection, application, coordination, and management of the above-mentioned approaches. (MN)

ED 229 593 CE 035 896

*Evans, Rupert N.*
Labor Force-Related Outcomes, Education-Related Outcomes, and Public Acceptance of Vocational Education.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Washington, DC.
PUB DATE- Oct 82
CONTRACT- 300-78-0032
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Economic Factors; Educational Attainment; Educational Benefits; Educational Legislation; Educational Policy; *Educational Research; Education Work Relationship; Federal Legislation; *Labor Force; Needs Assessment; *Outcomes of Education; Policy Formation; Postsecondary Education; *Program Evaluation; Public Opinion; Public Policy; Public Support; Research Needs; School Support; Secondary Education; Social Change; Trend Analysis; *Vocational Education

Several small group discussion sessions were convened to account for the fact that public support of vocational education continues to be strong, despite the fact that the outcomes of vocational studies that have been measured show only modest effects for some people in some programs. The panelists concluded that there are six types of outcomes for vocational education: individual labor market-related and education-related outcomes, institutional labor market-related and education-related outcomes; and societal labor market-related and education-related outcomes. While research on the outcomes of vocational education usually looks at only one or two of these six outcomes, the public apparently considers outcomes in all of the six areas and performs a rough sum of the benefits of vocational education. This broader evaluation of the outcomes of vocational education leads the public to desire more vocational education. Based on this realization, the panelists proposed a number of recommendations concerning future research and legislation dealing with vocational education. Included among these were calls for more research focusing on multiple outcomes and on the interrelationship of labor market- and education-related outcomes. Also, there were calls for federal legislation to emphasize outcomes that affect society as a whole, such as equity and productivity, rather than individual or institutional outcomes. (MN)

ED 229 594 CE 035 905

Writing in Vocational Education.

**Corvallis School District 509J, Oreg.; Oregon State Univ., Corvallis. Vocation-Technical Education Unit.**

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Classroom Techniques; Guidelines; Instructional Materials; Learning Activities; Letters (Correspondence); *Notetaking; Paragraph Composition; *Revision (Written Composition); Secondary Education; Sentences; Student Evaluation; Teaching Methods; *Vocational Education; *Writing (Composition); Writing Improvement; Writing Instruction; *Writing Skills
IDENTIFIERS- *Proofreading

This handbook is designed to help vocational teachers promote the development of student writing skill in vocational programs. Covered in the first section are methods of evaluating writing assignments. The next six sections are organized around the following major areas of writing: sentences, paragraphs, composition, correspondence, summary, and notetaking. Addressed in the final section are rewriting, editing, and proofreading. Each section contains activities that can be duplicated or adjusted to meet the needs of specific vocational classroom situations. Included among the activities provided are exercises geared to students in business, electronics, home economics, auto mechanics, metal shop, and drafting courses as well as activities dealing with writing technical papers, resumes, letters of inquiry, order letters, and claim letters. Several cross-curricular activities are also provided. (MN)

ED 229 595 CE 035 914

*Benn, Robert J.*
Development of a Program Specific Locator Test. Final Report.
**Fort Steilacoom Community Coll., Tacoma, Wash.**
SPONS. AGENCY- Washington State Commission for Vocational Education, Olympia.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Achievement; Auto Mechanics; *Basic Skills; Criminology; *Diagnostic Tests; Mathematics Skills; Office Occupations Education; Postsecondary Education; Reading Skills; Remedial Instruction; Secretaries; Technical Education; *Test Construction; *Vocational Education; Writing Skills
IDENTIFIERS- *Fort Steilacoom Community College WA; Motorcycles; *Program Specific Vocational Locator Tests

A project was undertaken to develop a series of program-specific vocational locator tests (PSVLTs) that would consist of subject-specific questions in three academic disciplines--writing, reading, and mathematics--for use in predicting vocational students' success in their vocational programs. As a prelude to constructing the tests, project staff developed an item bank of content area questions designed to assess student abilities in the following basic skill areas: writing (capitalization, punctuation, spelling, parts of speech, parts of a sentence, usage and sentence structure, vocabulary, and reference skills); reading skills; and mathematics skills (whole numbers, fractions, decimals, percentages, and algebra). After developing approximately 400 such questions and after determining the skill level categories and subcategories of each area addressed, project staff developed tests for use in the school's motorcycle repair, secretarial science, and criminal justice programs. Beginning in the fall of 1982, these tests will be used to determine which students are deficient in specific academic areas and to refer them to specific remedial instructional programs. Depending upon the success of these pilot locator tests, the college will explore expanding the PSVLTs to all vocational programs offered by the institution. (The three tests and user instructions are appended.) (MN)

ED 229 596 CE 035 946

*Stevenson, Bill W.; And Others*
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 81
CONTRACT- 99-0-2814-17-18
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Data; *Data Analysis; *Data Collection; Federal Programs; Information Systems; Information Utilization; Interviews; Job Training; *Labor Needs; *Labor Supply; Literature Reviews; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Multiple Counting; *Undercounting

The collection and compilation of occupational supply data from formal, organized training programs were investigated to identify instances of multiple counting and undercounting of labor supply. The study combined a literature review; interviews with 274 individuals in 10 states involved in data production and use at the state or local level; interviews with agency and institutional representatives at local, state, and federal levels; and observations in 60 local training institutions or agencies. Multiple counting was found to occur as a result of duplicate counting within an institution and between agencies. Undercounting resulted from failure to secure data on the output of proprietary schools, and from lack of reports on public schools' vocational programs not in the state plan and nonvocational programs producing trained individuals available for employment. (The report further describes the state reporting systems and the flow of data from the local institution to the federal level. Other findings are presented that deal with the human factors involved in the generation, collection, analysis, and use of occupational supply information. Recommendations are made for the improvement of supply data and the system. Appendixes include the literature review and an overview of federal laws and regulations pertaining to data collection and reporting.) (YLB)

ED 229 597 CE 035 947

*Morse, Dian; Minugh, Carol J.*
Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Philadelphia School District, Pa.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Annotated Bibliographies; Board of Education Policy; *Career Education; Citations (References); Compliance (Legal); Definitions; *Disabilities; Educational Planning; Educational Policy; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Inservice Teacher Education; Mainstreaming; Policy Formation; Program Development; Program Evaluation; Secondary Education; Special Education; *Staff Development; *Vocational Education
IDENTIFIERS- *Philadelphia School District PA

This policy and procedures manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. This manual is designed to provide a conceptual and programmatic overview of the career planning and vocational programming processes for handicapped youth in the school district. Major emphasis in the manual is placed on the functions of the Child Study Evaluation Team (CSET) and the development of the Individualized Education Program (IEP) as structures for conducting the assessment, evaluation, and follow-through for vocational placement and supportive services. The manual also includes information on full-service implementation of vocational programming for handicapped youth and the procedures necessary for monitoring and evaluating programs. The manual further identifies the definitions and legal implications that provide the guidelines for programmatic structure and focuses on the process and procedures necessary to provide career planning and vocational programming for handicapped youth. Also included are a glossary, several appendixes, and a comprehensive bibliography containing state-of-the-art reference materials. (KC)

# DOCUMENT RESUME

ED 229 598                                CE 035 948

*Minugh, Carol J.; Morse, Dian*
Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Philadelphia School District, Pa.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Administrator Responsibility; *Administrator Role; Annotated Bibliographies; *Career Education; Check Lists; Citations (References); Competency Based Education; Compliance (Legal); *Disabilities; Educational Planning; Educational Policy; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Mainstreaming; Program Development; Program Evaluation; Program Guides; Secondary Education; Special Education; Staff Development; *Vocational Education

This administrator's and supervisor's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of central and district office vocational administrators and supervisors, this manual is organized into six sections. The first section provides an overview of vocational and career education of handicapped students from the administrator's and supervisor's perspectives. Topics covered include program administration, program development plans, competency-based instruction, staff development, program monitoring and feedback, and the special education checklist for principals. This section is followed by references and information on specific role responsibilities, including a specific responsibilities grid. The last three sections of the booklet consist of a summary of administrators' responsibilities, selected readings, and an annotated bibliography. Two appendixes explain competency-based vocational instruction and vocational advisory committee duties. (KC)

ED 229 599 CE 035 949

*Minugh, Carol J.; Morse, Dian*
Principals. Career Planning and Vocational Programming for Handicapped Youth.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Philadelphia School District, Pa.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Administrator Responsibility; *Administrator Role; Annotated Bibliographies; *Career Education; Compliance (Legal); Cooperative Planning; *Disabilities; Educational Planning; Educational Policy; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Mainstreaming; *Principals; Program Development; Program Evaluation; Program Guides; Program Implementation; School Supervision; Secondary Education; Special Education; Staff Development; *Vocational Education

This principal's manual, one of a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of secondary school principals, this manual is organized into four sections. The first section provides an overview of vocational and career education of handicapped students from the principal's perspective. Topics covered include legislative implications, administrative leadership, program monitoring and feedback, coordination and cooperation, personnel preparation, developing the Individualized Education Program, service delivery/program options, and program evaluation. The second section specifies role responsibilities of the principal and contains a specific responsibilities grid. The final two sections consist of a summary of principals' responsibilities and an annotated bibliography. (KC)

ED 229 600 CE 035 950

*Minugh, Carol J.; Morse, Dian*
Teachers. Career Planning and Vocational Programming for Handicapped Youth.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Philadelphia School District, Pa.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Annotated Bibliographies; *Career Education; Competence; Compliance (Legal); Cooperative Planning; *Disabilities; Educational Planning; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Inservice Teacher Education; Linking Agents; Mainstreaming; *Program Development; Program Evaluation; Program Guides; Resource Room Programs; Resource Teachers; Secondary Education; Special Education; Special Education Teachers; Staff Development; *Teacher Role; *Vocational Education; Vocational Education Teachers; Vocational Evaluation

This teacher's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of secondary school teachers, this manual is organized into five sections. The first section provides an overview of vocational and career education of handicapped students from the teacher's perspective. Topics covered include legislative implications, linkage, the Individualized Education Program, evaluation and assessment, special competencies for vocational educators, and the special/vocational resource room teacher's roles. Following a section of references and selected readings, the third section specifies role responsibilities of the teacher and contains a specific responsibilities grid, along with information on the responsibilities of the special education teacher, the vocational education teacher, and the special/vocational education resource room teacher. The last two sections consist of a summary of teacher's duties and an annotated bibliography. (KC)

ED 229 601 CE 035 951

*Minugh, Carol J.; Morse, Dian*
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Philadelphia School District, Pa.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); *Career Education; Compliance (Legal); Cooperative Planning; *Disabilities; Educational Planning; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Mainstreaming; Program Guides; Pupil Personnel Services; *Pupil Personnel Workers; *Responsibility; Role Perception; Secondary Education; Special Education; Staff Development; *Vocational Education

This manual for supportive services personnel, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly and moderately handicapped students. Designed to be relevant to the specific needs of supportive services personnel, this manual is organized into five sections. The first section provides an overview of vocational and career education of handicapped students from the perspective of supportive services personnel. Topics covered include legislative implications, roles and responsibilities, and vocational education. The second section, which makes up the largest part of the document, contains a specific responsibilities grid that specifies role responsibilities for the following personnel: blind and visually handicapped teachers, career development assistants, classroom aides, dental hygienists, pupil transportation personnel, hearing therapists/interpreters, home and school visitors, instructional advisors, occupational therapists, orthopedic aides, paraprofessional shop training assistants, photographers, physical therapists, psychiatric consultants, school nurses, school community coordinators, speech and language teachers, and vocational education project assistants. The final three sections consist of a summary of these persons' roles, an annotated bibliography, and selected readings. (KC)

ED 229 602 CE 035 952

*Minugh, Carol J.; Morse, Dian*
Psychologists. Career Planning and Vocational Programming for Handicapped Youth.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Philadelphia School District, Pa.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Annotated Bibliographies; *Career Education; Citations (References); Competency Based Education; Compliance (Legal); *Disabilities; Educational Planning; Educational Policy; Educational Resources; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Job Placement; Mainstreaming; Program Guides; *Responsibility; Role Perception; *School Psychologists; Secondary Education; Special Education; Staff Development; Student Evaluation; *Vocational Education; Vocational Evaluation; Vocational Followup

This school psychologist's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of school psychologists, this manual is organized into five sections. The first section provides an overview of vocational and career education of handicapped students from the school psychologist's perspective. Topics covered include legislative implications, vocational education, competency-based vocational education, job placement and follow-up services, assessment services, the Individualized Education Program, and consultation. Following a section of references, the third section provides information on specific role responsibilities of psychologists, as shown on the specific responsibilities grid. The final two sections of the booklet consist of a summary of psychologists' responsibilities and an annotated bibliography. Two appendixes discuss school resources and the special needs student and profile 10 vocational evaluation systems. (KC)

ED 229 603 CE 035 953

*Minugh, Carol J.; Morse, Dian*
Student Evaluation Personnel. Career Planning and Vocational Programming for Handicapped Youth.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Philadelphia School District, Pa.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Annotated Bibliographies; *Career Education; Compliance (Legal); *Disabilities; Educational Planning; Educational Policy; Evaluation Methods; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Mainstreaming; Program Guides; Responsibility; Role Perception; Secondary Education; Special Education; Staff Development; *Student Evaluation; Testing; Tests; *Vocational Education; *Vocational Evaluation

This manual for student evaluation personnel, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of student evaluation personnel, this manual is organized into four sections. The first section provides an overview of vocational and career education of handicapped students from the perspective of student evaluation personnel. Topics covered include legislative implications, special considerations, vocational options and skills, testing the handicapped, developing the Individualized Education Program, and preparing vocational assessment reports. The second section provides information on specific role responsibilities of student evaluation personnel as shown on the specific responsibilities grid; individually discussed in this section are the roles of child study evaluation team members and vocational education evaluators. The final two sections of the booklet consist of a summary and selected readings. An appendix profiles 10 vocational evaluation systems. An annotated bibliography is also included. (KC)

ED 229 604 CE 035 954

*Minugh, Carol J.; Morse, Dian*
Counselors. Career Planning and Vocational Programming for Handicapped Youth.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Philadelphia School District, Pa.
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Accessibility (for Disabled); Annotated Bibliographies; Career Development; *Career Education; Compliance (Legal); Counseling Services; *Counselor Role; *Disabilities; Educational Planning; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Job Placement; Linking Agents; Mainstreaming; Needs Assessment; Program Guides; Responsibility; Role Perception; Secondary Education; Special Education; Staff Development; *Vocational Education; *Vocational Evaluation; Vocational Followup

This school counselor's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of school counselors, this manual is organized into six sections. The first section provides an overview of vocational and career education of handicapped students from the school counselor's perspective. Topics covered include legislative implications, linkage with school staff in career education, career development, the Individualized Education Program for career development, counseling needs, reporting on vocational assessment, job placement, employment counseling, and follow-up services. In the second section, the specific role responsibilities of counselors are discussed in the context of the specific responsibilities grid. The final three sections provide a summary of the counselor role, selected readings, and an annotated bibliography. An appendix consists of a staff development needs assessment questionnaire. (KC)

ED 229 605 CE 035 955

*Minugh, Carol J.; Morse, Dian*

Parents. Career Planning and Vocational Programming for Handicapped Youth.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Philadelphia School District, Pa.

PUB DATE- Oct 81

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Accessibility (for Disabled); *Career Education; Compliance (Legal); *Disabilities; Educational Planning; Exceptional Persons; Federal Legislation; Guidelines; Individualized Education Programs; Individual Needs; Mainstreaming; Parent Education; Parent Responsibility; *Parent Role; Parents; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Program Guides; Role Perception; Secondary Education; Special Education; Staff Development; *Vocational Education

This parent's manual, one in a series of nine staff development guides prepared by the Philadelphia School District, clarifies roles and responsibilities of various staff members and parents in providing programs to meet the career and vocational education needs of mildly to moderately handicapped students. Designed to be relevant to the specific needs of parents, the manual is organized into three sections. The first section provides an overview of vocational and career education of handicapped students from the parent's perspective. Topics covered include legislative implications, placement and evaluation, the Individualized Education Program, career education, vocational education, competency-based instruction, and job placement and follow-up services. Parents' responsibilities, in terms of the specific responsibilities grid, are discussed in the second section. The final section contains a summary of the parents' and family's role in the education of handicapped students. (KC)

ED 229 606 CE 035 960

*Evans, Norman*
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. a Project Report.
**Further Education Unit, London (England).**
REPORT NO.- ISBN-0-946469-25-3
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Admission Criteria; Certification; *College Admission; *College Credits; Comparative Analysis; Educational Certificates; *Educational Policy; *Educational Practices; *Experiential Learning; Higher Education; National Surveys; Needs Assessment; *Prerequisites; Prior Learning; Program Implementation; Questionnaires; State of the Art Reviews; Student Evaluation; Trend Analysis
IDENTIFIERS- *United Kingdom; United States

A study examined the policies and practices that higher educational institutions in the United Kingdom have adopted towards experiential learning as a means of fulfilling entrance requirements. Included among the major activities of the project were a comparative analysis of United Kingdom and United States policies and practices with respect to experiential learning and admission into degree programs; a review of the rules and regulations pertaining to admission into degree-awarding higher and continuing educational programs in the United Kingdom; and a survey regarding current policies towards experiential learning that was completed by 177 representatives from various polytechnics, colleges, and institutes of higher learning throughout the United Kingdom. Based on the survey and follow-up interviews, the author of the study concluded that, contrary to belief, most of those contacted do not regularly carry out assessment of experiential learning. Because he found surprisingly few examples of a systematic approach to the assessment of experiential learning, the researcher recommended the establishment of national as well as institutional policies in the area of experiential learning. In addition, he called for regional consortia, expanded educational brokerage services, and pilot schemes to develop and evaluate strategies for the more widespread consideration of experiential learning when evaluating candidates who are applying for admission into degree-granting higher educational programs. (MN)

ED 229 607 CE 035 961

*Lloyd, Russell F.; Rehg, Virgil R.*
Quality Circles: Applications in Vocational Education. Information Series No. 249.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210 (Order No. IN249--$4.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Employer Employee Relationship; Goal Orientation; *Industry; *Participative Decision Making; *Productivity; *School Role; Teamwork; *Vocational Education
IDENTIFIERS- *Quality Circles

A strategy for increasing worker participation in an effort to remedy the problems of declining productivity and quality is the quality circles concept. The quality circles process involves small groups of employees who meet voluntarily on a regular basis to identify, analyze, and develop solutions to problems and to implement the solutions when feasible. The concept had its beginning in Japanese industry, using W. Edwards Deming's principles and practices of statistical quality control and Joseph Juran's "total quality control." The quality circles movement spread to the Far East and then to South America and the Western world. Nine organizational prerequisites that must be present for success have been identified. Both management and quality circles members share in the responsibilities of providing these. Key elements are management support, voluntarism, training, and union involvement. The quality circles concept combines behavioral science concepts and statistical quality circles analytical techniques. Three behavioral science theoretical bases form the foundation: participative decision making, goal setting, and team building. The vocational education system can facilitate the change to a total quality circles orientation by introducing and applying the concept. (Appendixes include quality circles tool skills and a list of organizations using the process.) (YLB)

ED 229 608 CE 035 962

*Krumboltz, John D.*
Private Rules in Career Decision Making. Special Publications Series No. 38.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- 300-78-0032
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (SN38, $5.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Beliefs; *Career Development; Career Education; *Career Planning; *Decision Making; *Individual Differences; Values

People learn a set of private rules or beliefs, which they use to make career decisions. The use of unfounded beliefs or inappropriate rules causes people to fail to recognize that a remediable problem exists, to fail to exert needed effort, to fail to generate potentially satisfying alternatives, to choose poor alternatives, and to suffer anxiety over the inability to achieve goals. Troublesome career development beliefs are based on faulty generalizations, self-comparison with a single standard, exaggerated estimates of the emotional impact of an outcome, false causal relationships, ignorance of relevant facts, undue weight given to low probability events, and self-deception. Five major ways in which evidence about beliefs, thoughts, and thinking processes can be collected are interviews, reconstruction of prior events, records of thought samples, inferences from behavior, and psychometric instruments. Evidence obtained from these samples of thinking may be used to identify thoughts at the root of problem behavior by examining assumptions and presuppositions of the expressed belief, looking for inconsistencies between words and behavior, testing simplistic answers for inadequacies, confronting barriers to stated goals, challenging the validity of key beliefs, and building a feeling of trust and cooperation. (YLB)

ED 229 609 CE 035 963

*Reese, Clara; Chenoweth, Roberta*

Competency Based Curriculum for Prevocational Exploration Consumer and Homemaking.

**Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.**
SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- Dec 82
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Education; *Career Exploration; Child Care Occupations; Clothing Design; Competency Based Education; Consumer Education; Cooks; Curriculum Guides; Dietitians; Fashion Industry; Food Service; Home Economics Teachers; Homemakers; Homemaking Skills; Household Workers; Instructional Materials; Interior Design; Junior High Schools; Laundry Drycleaning Occupations; Learning Activities; Needle Trades; Occupational Clusters; *Occupational Home Economics; *Occupational Information; *Prevocational Education; Secondary Education; *Service Occupations

This competency-based prevocational exploration curriculum is designed to provide occupational information and hands-on experiences pertaining to consumer and homemaking occupations to ninth- and tenth-grade students. The curriculum consists of 45 learning pacs, 43 of which cover one service occupation each. Information for each service occupation is provided in this format: career information (job title, duties, where employed, employment outlook, education and training, special qualifications, earnings and additional benefits, working conditions and lifestyles), occupational cluster, occupational family, representative job titles, occupational task, occupational competency, resources and/or materials needed to complete the pac, a list of learning objectives, a list of learning activities, evaluation procedures, student information sheets, and worksheets. The first and last learning pacs (an introduction and a culminating/review lesson) do not include career information. The job titles are divided into five units: child care (foster parent, nursery school attendant, kindergarten teacher), clothing and textiles (demonstrator of sewing techniques, dressmaker, garment cutter), family relations (family caseworker, extension agent, home economist), foods and nutrition (clinical dietitian, food demonstrator, foods magazine editor), and housing (housewares demonstrator, interior decorator, furniture salesperson). Fifteen of the job titles are suggested for inclusion in a core curriculum. (YLB)

ED 229 610 CE 035 964

Competency Based Curriculum for Prevocational Exploration
Hospitality.
**Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.**

SPONS. AGENCY- West Virginia State Dept. of Education, Charleston.
Bureau of Vocational, Technical, and Adult Education.
PUB DATE- Mar 83
AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Exploration; Competence; Competency Based Education; Cooks; Core Curriculum; Dining Facilities; *Food Service; Grounds Keepers; *Hospitality Occupations; Hotels; *Housekeepers; *Information Services; Instructional Materials; Job Skills; Learning Activities; Occupational Information; *Prevocational Education; Secondary Education; State Curriculum Guides; Teacher Developed Materials; *Tourism
IDENTIFIERS- Cashiers; Custodians; Customer Services; Waiters Waitresses; *West Virginia

This competency-based curriculum consists of 15 teacher-developed learning packets that have been developed for use by teachers and students during the exploration of various hospitality occupations. Intended to introduce students to a multitude of occupations and to allow time for hands-on experiences in different occupational families, the individual sections of the curriculum deal with various custodial, customer service, food service, hotel and lodging, and information service occupations, including executive housekeeper, gardener, house cleaner, checkroom attendant, parking-lot attendant, cashier, cook, salad maker, waiter/waitress,

hotel clerk, hotel manager, guide, host/hostess, information clerk, and travel agency manager. Each lesson contains some or all of the following: a description of occupational families in the specific occupational cluster addressed in the section, representative job titles, an occupational task statement, an occupational competency statement, a list of resources and materials needed to implement the section, learning objectives, learning activities, and evaluation procedures. (MN)

# DOCUMENT RESUME

ED 229 611 CE 035 965

*Cole, John; And Others*

Competency Based Education Curriculum for Energy Efficient Building Construction.

**United Career Center, Clarksburg, WV.; West Virginia State Vocational Curriculum Lab., Cedar Lakes.**

SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

PUB DATE- Feb 83

AVAILABLE FROM- West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Air Conditioning; Behavioral Objectives; *Building Design; Building Trades; Competency Based Education; Conservation Education; *Construction (Process); *Construction Materials; Curriculum Guides; *Energy Conservation; Heating; High Schools; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Site Selection; *Solar Energy; Trade and Industrial Education; Ventilation

IDENTIFIERS- *Passive Solar Design; West Virginia

This competency-based curriculum for energy-efficient building construction is intended to educate students in the importance of conserving energy and to provide for developing skills needed in the application of energy-saving techniques that result in energy-efficient buildings. Each of the eight units is based on one to five competencies. For each one a student competency sheet is provided with the following information: competency statement, learning steps, a list of learning activities, and a suggested student evaluation. Where appropriate, information sheets and study guides (with answer keys) are provided to enable the students to complete the learning activities. Unit topics are (1) plan selection; (2) site selection; (3) foundation construction; (4) floors, walls, and ceilings; (5) roof and attic ventilation; (6) heating and cooling equipment; (7) passive solar fundamentals; and (8) maintenance. An appendix contains 23 tables that are referenced in the curriculum. A bibliography is also provided. (Some reading

assignments in other textbooks and references are required. Sources of some additional reference materials--print and nonprint--are cited.) (YLB)

ED 229 612 CE 035 966

*Semple, Robert M.; West, David B.*
Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report.
**Nash Technical Coll., Rocky Mount, NC.**
SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh. Occupational Education Research Services.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Cost Effectiveness; *Cost Estimates; *Curriculum Evaluation; Educational Finance; *Models; Postsecondary Education; *Program Costs; Program Development; Program Implementation; Two Year Colleges; *Vocational Education
IDENTIFIERS- North Carolina

A research project was undertaken to design, develop, implement, and test a model to examine and evaluate curriculum programs on a cost efficiency basis. The researchers used existing information and the computerized data management system at Nash Technical College in Rocky Mount, North Carolina, to evaluate the cost effectiveness of each instructional center. By combining class section list data and curriculum-direct cost of instruction data, an earnback or efficiency ratio for each curriculum cost center was calculated. During the study, three different methods of calculating program costs and membership hours were compared. Of the three methods tested, researchers recommended the adoption of the method whereby instructional costs for a course are assigned to a curriculum program based upon the intent of the course and whereby all membership hours earned by a course are assigned to the curriculum program responsible for teaching the course. The designers of the project developed a detailed model for implementing such a cost analysis. Outlined in the model are specific activities to be completed by a school's instructional information system, business office, and office of the dean of curriculum programs. The model also prescribes specific procedures to be followed during the cost analysis project's preparation, operational, annual budget planning, and evaluation phases. (MN)

ED 229 613 CE 035 973

National Apprenticeship and Training Standards for Carpentry. Revised.

**Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.**

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTIONS- Agency Cooperation; *Apprenticeships; Building Trades; *Carpentry; Cooperative Programs; Definitions; *Employment Patterns; Equal Opportunities (Jobs); *Federal Legislation; Federal Regulation; *Job Training; Labor Legislation; Labor Standards; Legal Responsibility; Occupational Safety and Health; Recordkeeping; Records (Forms); Recruitment; School Districts; Skilled Occupations; Student Certification; Taxes; *Trade and Industrial Education; Veterans; Work Environment; Work Experience

IDENTIFIERS- National Standards

Designed to guide local organizations of contractors and journeymen in establishing and improving local apprenticeship systems, this booklet contains the latest revision of the National Joint Carpentry Apprenticeship and Training Committee standards pertaining to the basic requirements for effective apprenticeship. In a section on adapting national standards to local use the following topics are addressed: formation of the local carpentry joint apprenticeship and training committee; duties of the joint committee; filing with registration agencies; cooperating agencies; the definition of apprenticeship; qualifications for apprenticeship; apprentice recruitment, selection, employment, and training; terms of apprenticeship; credit for previous experience; related school instruction; apprenticeship agreements: probationary periods; wages; periodic evaluation; hours of work; work experience; the transfer of apprentices; certificates of completion of apprenticeship; safety and health; adjusting differences; legal conflict; registration; deregistration; and modification of standards. Discussed next are various federal laws and regulations affecting the employment of apprentices, including apprentice wage determination regulations, veterans readjustment legislation, wage and hours regulations, and equal employment opportunity legislation and regulations. The final two sections deal with joint training funds and apprenticeship records. Appended to the standards are schedules of work experience and instruction in the following occupational areas: carpenter, millwright, cabinetmaker, piledriver, interior systems installer, and floor and wall covering installer. (MN)

ED 229 614 CE 035 974

*Thomas, George*
Feasibility of Modelling the Supply of Older Age Accessions.
**Navy Personnel Research and Development Center, San Diego, Calif.**
REPORT NO.- NPRDC-TR-83-17
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adult Education; Feasibility Studies; Human Resources; *Labor Supply; *Military Personnel; *Military Service; *Models; *Recruitment; Young Adults

The feasibility of modelling the supply of 22- to 29-year-old enlistees was assessed. Key issues concerned the availability of data and the development of an appropriate methodology for making enlistment supply projections for 22- to 29-year-olds. The current status of supply modelling was reviewed, with particular attention being given to the decision context of the enlistment choice. It was found that ample data are available for modelling the supply of 20- to 29-year-old enlistees. Military, civilian, and civilian/military data sets were identified that would be useful for better understanding the enlistment decision. It was determined that it is feasible to model the supply of older-aged enlistees, and procedures for undertaking such supply modelling were suggested. (YLB)

ED 229 615 CE 035 975

*Ellis, John A.; And Others*
Effects of Questions and Instructions on Learning from Text.
**Navy Personnel Research and Development Center, San Diego, Calif.**
REPORT NO.- NPRDC-TR-83-19

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; College Students; Educational Research; Higher Education; Individualized Instruction; Instructional Improvement; *Learning; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- Instructions; Learning from Text; *Questions

Four experiments were conducted to determine if giving students specific instructions about the nature of the textual material and the final test is as effective as giving them practice questions in learning from text. Subjects for experiments 1 and 2 were 80 San Diego State University students in an introductory psychology course. Subjects for experiments 3 and 4 were 279 Navy enlisted personnel. In all experiments, subjects were randomly assigned to one of four groups: a read-only control group, a practice questions group, an instructions group, and a practice questions plus instructions group. The four experiments (1) compared the effect of instructions and practice questions on learning verbatim factual information; (2) replicated the procedures of the first, but used paraphrased-comprehension questions instead of verbatim questions; (3) examined the effects of instructions and practice questions on learning as a conceptual classification task from the text; and (4) replicated the third experiment with revised instructions. Results indicated that instructions can be as effective or more effective than practice questions in learning from text, that instructions control/focus student processing and attention as well as do practice questions, and that the best instructional strategy is a combination of instructions and practice questions. (Instructions used in the experiment are appended.) (YLB)

ED 229 616 CE 035 976

*Baggett, Patricia*
Four Principles for Designing Instructions.
**Colorado Univ., Boulder. Inst. of Cognitive Science.**
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
Psychological Sciences Div.
REPORT NO.- ONR-TR-121
PUB DATE- Jan 83
CONTRACT- N00014-78-C-0433
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - General (140)
DESCRIPTIONS- Audiovisual Aids; *Audiovisual Instruction; *Classroom Techniques; Concept Formation; *Concept Teaching; Guidelines; *Instructional Design; Instructional Materials; Learning Processes; Material Development; *Multimedia Instruction; Postsecondary Education; Secondary Education; *Vocabulary
IDENTIFIERS- *Hands On Experience

This paper outlines four principles for preparing multimedia instructional sequences and, where necessary, the experimental methods for applying the principles successfully. Covered first are the criteria for good terminology for unfamiliar objects, actions, and situations, with methods for deriving such terminology. In the next section guidelines are set forth for overlapping visual and spoken elements in time so as to enable students to form good associations. After a discussion of the rationale behind dividing instructional units into conceptual units that are in agreement with people's natural conceptualization, a method is presented for determining students' natural conceptualization. Addressed in the final section are procedures for combining audiovisual instruction with hands-on practice in a learning procedure. The paper includes specific instructional procedures as well as discussions of the empirical experiments on which the principles are based. (MN)

ED 229 617 CE 035 977

*Lawler, Edward E., III*
Education, Management Style, and Organizational Effectiveness. Revised Version.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administration; Administrative Organization; Adult Education; *Business; Business Education; Change; *Educational Background; *Employees; Labor Force; Leadership Styles; *Organizational Effectiveness; *Outcomes of Education; *Participative Decision Making

Evidence suggests that the changes which have taken place in the educational background of the work force may have important implications for how organizations should be managed and for their effectiveness. More formal education may cause people to have different expectations and preferences with respect to work. This may lead to more upward job mobility both within and between organizations. In order to be more effective organizations will have to move to more organic and participative management styles. Three ways in which organizational design and management style can affect organizational effectiveness are individual performance motivation; existence of organizational communication, coordination, and control mechanisms that allow the performance of individuals to come together in ways that produce an effective organization; and individual performance capability. All three of these conditions are needed in order for an effective high involvement system to develop. Although little research evidence exists on the effectiveness of high involvement work systems, some positive assessments have appeared. Ultimately, the participative management paradigm may be adopted not because of proof that it produces superior results but because of its suitability for the work force and work organizations. (One table and six figures are appended.) (YLB)

ED 229 618 CE 035 978

*Norwood, Janet L.*
The Female-Male Earnings Gap: A Review of Employment and Earnings Issues. Report 673.
**Bureau of Labor Statistics (DOL), Washington, D.C.**
REPORT NO.- BLS-R-673
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adults; Career Education; *Employed Women; Females; Males; Salaries; *Salary Wage Differentials; Sex Differences; *Sex Discrimination; Wages

In the last 20 years, an increase in the number of working women has been accompanied by changes in the female labor force and in the concentration of women in particular occupations and industries. These changes have a profound effect upon women's earnings. The Current Population Survey (CPS) shows a wide disparity in the median earnings of women and men. More education usually translates to higher annual earnings, but at every level of educational achievement women's median earnings lag far behind men's. The 60-percent ratio in the national aggregate data shows a female-male wage gap or differential of almost 40 percent. Research has indicated that worker characteristics account for 44 percent of the female-male earnings gap and that the gap is reduced as more economic and demographic factors are introduced into the analysis. Working women are concentrated in generally low-paying occupations in low-paying industries where they earn less than male co-workers. Women's median earnings in the high-paying wage and salary occupations are also substantially less. Available data suggest that differences in female-male earnings stem more from differences in occupational employment than from differences in earnings for the same job. (Eight tables are appended.) (YLB)

ED 229 619 CE 035 980

*Campbell, Elizabeth*
Community Education and Housing Needs.
**United States Conference of Mayors, Washington, D. C.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G008006831
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agency Cooperation; Citizen Participation; *Community Education; Community Involvement; *Educational Benefits; Educational Cooperation; Educational Planning; Educational Trends; Guidelines; *Housing Needs; *Neighborhood Improvement; Outcomes of Education; Program Descriptions; Program Development; Program Effectiveness; Program Implementation; School Closing; School Community Relationship; *School Role; Trend Analysis; *Urban Areas; Urban Education
IDENTIFIERS- Alaska (Anchorage); Colorado (Colorado Springs); Home Repair; Home Security; Kansas (Wichita); Massachusetts (Boston); Massachusetts (Newton); Minnesota (Minneapolis); Weatherization

Because it is based upon the premise that learning is a lifelong process and that citizen involvement is essential to neighborhood problem solving, community education is particularly attuned to the current needs of cities and can be particularly effective in responding to urban housing needs. One way in which leaders can simultaneously address the problems caused by urban school closings and housing shortages is to convert vacant schools into housing with community education centers. In the past few years, such community educational centers have been successful in contributing to

neighborhood preservation through home repair, weatherization, and home security programs. Included among the cities that have such programs are Newton, Massachusetts; Boston, Massachusetts; Anchorage, Alaska; Colorado Springs, Colorado; Minneapolis, Minnesota; Roanoke, Virginia; and Wichita, Kansas. (This issue paper contains descriptions of the community education programs in each of the above-mentioned cities as well as implementation strategies and resources for use in initiating the community education process.) (MN)

ED 229 620 CE 035 981

*Campbell, Elizabeth*
Community Education and Health Services.
**United States Conference of Mayors, Washington, D. C.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G008006831
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agency Cooperation; Bilingual Education; *Community Education; *Community Health Services; Definitions; Dental Clinics; Dental Health; Economically Disadvantaged; Educational Benefits; Guidelines; *Health Education; Health Needs; Immunization Programs; Minority Groups; Older Adults; Preventive Medicine; Program Descriptions; Program Development; Program Implementation; *School Role; *Urban Areas; Urban Education
IDENTIFIERS- District of Columbia; Infant Care; Massachusetts (Boston); New Jersey (Elizabeth); Prenatal Care; Screening Programs

Because it is based on the premise that learning is a lifelong process and that citizen involvement is essential to neighborhood problem solving, community education is particularly attuned to the current needs of cities and can be a major vehicle for cities attempting to provide convenient, comprehensive health services in an efficient, cost-effective manner. Community education health programs can include a variety of preventive health care services, including health screenings, immunizations, and health education. School-housed clinics can provide accessible prenatal and infant care, dental services, and health programs for the elderly. Among those cities which are currently offering such health services are Elizabeth, New Jersey; Washington, D.C.; Boston, Massachusetts; Anchorage, Alaska; Austin, Texas; Bolingbrook, Illinois; Colorado Springs, Colorado; and Newton, Massachusetts. Key features of some of these programs include bilingual and immigrant health services and prenatal care awareness campaigns. (This issue paper contains descriptions of the community education programs in each of the above-mentioned cities, as well as implementation strategies and resources for use in initiating the community education process.) (MN)

ED 229 621 CE 035 982

*Campbell, Elizabeth; Blain, Mary Jo*

Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness.

**United States Conference of Mayors, Washington, D. C.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G008006831
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Acculturation; *Community Education; Community Problems; Cultural Awareness; Cultural Pluralism; Definitions; Educational Benefits; English (Second Language); Guidelines; Health Services; Housing; *Immigrants; Job Training; *Multicultural Education; Program Descriptions; Program Development; Program Implementation; *Refugees; *School Role; *Urban Areas; Urban Education
IDENTIFIERS- California (Chula Vista); Florida (Hialeah); Massachusetts (Boston); Minnesota (Duluth); Minnesota (Saint Louis Park); Minnesota (Saint Paul); New Jersey (Elizabeth); Texas (Houston)

Because it is based on the premise that learning is a lifelong process and that citizen participation is essential to neighborhood problem solving, community education is particularly attuned to the current needs of cities and can be an effective means for meeting the resettlement needs of immigrants and refugees, as well as for expanding local cultural awareness. Community education is especially well suited for addressing the following priority issues affecting local immigrants: language training in English as a second language (ESL), job training, acculturation, community tensions, cultural awareness, health services, and housing. Among those cities which are currently offering such programs to deal with refugee concerns are St. Paul, Minnesota; Duluth, Minnesota; Hialeah, Florida; Boston, Massachusetts; Houston, Texas; Elizabeth, New Jersey; Chula Vista, California; and St. Louis Park, Minnesota. (This issue paper contains descriptions of the community education programs in each of the above-mentioned cities as well as implementation strategies and resources for use in initiating the community education process.) (MN)

ED 229 622 CE 035 983

*Githens, William H.; Zalinski, James*
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films.
**Navy Personnel Research and Development Center, San Diego, Calif.**
REPORT NO.- NPRDC-TR-83-18
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Coping; *Dropout Prevention; Dropouts; *Evaluation; *Films; Material Development; Military Personnel; *Military Training; *Orientation
IDENTIFIERS- Marine Corps; *Recruit Attrition; Stress (Biological)

Two films were evaluated to determine their effectiveness in reducing attrition among Marine Corps recruits. The films were a realistic job preview of military training and a stress-coping film. Platoons of Marine recruits were randomly assigned to four treatment groups: viewing the realistic job preview film, viewing the stress-coping film, viewing both films, or viewing neither film (control group). There were no statistically significant differences in recruit training attrition among the treatment and control groups. Attrition rates among the individual platoons, however, differed significantly. Neither film was effective in reducing attrition from Marine Corps recruit training, and unknown factors caused significant differences in attrition rates among recruit platoons. (YLB)

ED 229 623 CE 035 984

*Federico, Pat-Anthony*
Brain Event-Related Potential Correlates of Concept Learning.
**Navy Personnel Research and Development Center, San Diego, Calif.**
REPORT NO.- NPRDC-TR-83-16
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Adult Education; Cerebral Dominance; *Cognitive Processes; Educational Research; Electroencephalography; Electronics; Enlisted Personnel; *Fundamental Concepts; Learning Processes; *Metacognition; Military Service; *Neurological Organization; Trade and Industrial Education
IDENTIFIERS- Brain Activity; *Brain Research; *Event Related Potentials; Navy

An irrelevant auditory probe procedure was used to evoke brain event-related potentials (ERPs) in 56 Navy recruits while they learned pulsed radar concepts presented to them in study booklets. A mastery test was administered to assess concept acquisition. The research issue was whether brain ERPs recorded while students are in the process of learning are correlated with their subsequent achievement and performance. Test items became criteria for multiple regression and discriminant analyses using as predictors ERP amplitudes that corresponded to specific concepts. One regression analysis indicated that ERPs recorded at the right temporal and parietal areas are significantly related to concept acquisition. Three discriminant analyses showed that ERPs evoked at the right frontal, temporal, parietal, and occipital and the left parietal regions significantly distinguished below- from above-average concept learners. Poorer learners engaged the right frontal and temporal regions less and with greater variability than did better learners. The study established that the right frontal, temporal, and parietal areas are significantly associated with concept learning--not only left hemisphere regions as proposed in the popular asymmetric model of the brain. (Author/YLB)

ED 229 624 CE 035 985

*Cain, Peggy W.; And Others*
Ground to Grits. Scientific Concepts in Nutrition/Agriculture.

**South Carolina State Dept. of Education, Columbia. Office of General Education.**
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Food; *Foods Instruction; Futures (of Society); Instructional Materials; Learning Activities; *Nutrition; *Scientific Concepts; Secondary Education; State Curriculum Guides; *Vocational Education; Water
IDENTIFIERS- Carbohydrates; Digestive System; Fats; Food Additives; Food Production; Minerals; Protein; *South Carolina

This curriculum guide presents an activity-oriented program designed to give students experiences that will help them understand concepts concerning the relationship between science, agriculture, and nutritional needs. Covered in the six units of the guide are reasons for eating certain foods (taste and smell); the nature of food (the concept of altering raw materials to make a variety of products); differences among foods (chemical differences among carbohydrates, fats, protein, vitamins, minerals, additives, and water); reasons why the body needs different foods (the need for a variety of nutrients, digestion, and metabolism); the ultimate sources of food (sun, soil, and climate or atmosphere); and foods of the future (increasing the food supply and developing new foods). Each unit is subdivided into concepts that are outlined by giving them in behavioral terms. Also included in each unit are a lesson plan containing strategies for implementing the unit, an outline of the purposes of each activity provided, and activities designed for student use. Each activity includes an introduction, a list of materials needed for teaching the lesson, step-by-step directions for completing the activity, a suggested data table for recording results, conclusions resulting from the activity, and suggested supplementary activities to expand the concepts addressed in the unit. (MN)

ED 229 625 CE 035 986

Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document.

**Further Education Curriculum Review and Development Unit, London (England).**

REPORT NO.- ISBN-0-85522-115-1
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adolescents; *Coping; *Curriculum Design; Curriculum Development; Daily Living Skills; Disabilities; Emotional Problems; Foreign Countries; Job Training; Learning Disabilities; *Learning Problems; *Leisure Time; *Postsecondary Education; Program Implementation; *Vocational Education
IDENTIFIERS- Great Britain; *Special Needs Students

This document suggests a curriculum framework to assist teachers, college managers, advisors, and others interested in extending curriculum development and implementation for young people (aged 16 to 19) in further education with moderate learning difficulties. The need for this report is outlined, and the target group is defined. A framework is then suggested for a curriculum that incorporates three elements: work preparation, learning to cope, and using free time. Steps in the curriculum design process are outlined. Learning "webs" are provided which show the content to be considered under each aim in the curriculum. Topics and activities appropriate to the needs and abilities of the age group accompany each web, together with selected examples of materials found useful by staff working with these young people. The report concludes with case studies of four young people for whom such learning programs would be appropriate. Where possible, an indication is given of the teaching and other strategies used by staff working with them, and documents used in their institutions are included. Appendixes include listings of aims and objectives which might be used in a vocational preparation course and of publishers of relevant materials. (YLB)

# DOCUMENT RESUME

ED 229 626 CE 035 987

*Omohundro, Julie; And Others*
Disability in Rural America: A Four-County Needs Assessment. Final Report.
**Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.**
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Feb 83
GRANT- G008200023
AVAILABLE FROM- Arkansas Rehabilitation Research and Training Center, Publications Dept., P.O. Box 1358, Hot Springs, AR 71901 (Item #1199, $3.00)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adaptive Behavior (of Disabled); *Coping; *Disabilities; *Educational Needs; *Health Needs; Health Services; Individual Needs; Needs Assessment; Psychological Needs; Questionnaires; *Rural Areas; *Vocational Rehabilitation
IDENTIFIERS- Arkansas; Oklahoma; Regional Surveys; Texas; United States

A study assessed the needs of disabled persons living in four rural counties in Arkansas, Texas, and Oklahoma. Using a combination of forced-choice and in-depth probe questions, researchers surveyed a sample of 456 disabled Americans to identify the problems that these people were facing in their day-to-day living, the consequences of their problems, and the techniques they used to cope with their problems. Visual and emotional problems were the most common health conditions of those interviewed. Although some conditions such as allergies affected all ages, overall, the number of health problems increased with age. Sophisticated assistive rehabilitation devices were almost non-existent; no respondent had a modified vehicle. More than half of the respondents reported total family yearly incomes of $6,000 or less, and the rate of full-time employment among work-age respondents was only 12 percent. Included among the ramifications of disabilities reported were emotional problems, difficulties with home and yard maintenance, and limited mobility both within and outside the home. Few respondents sought or received professional help with their problems. Furthermore, many respondents, especially minorities, were unaware of the service programs that are available to disabled workers. Based on these findings, researchers called for additional efforts to increase service utilization rates and to provide emotional support for disabled individuals and their families. (MN)

ED 229 627 CE 035 991

Competency-Based Word Processing (Grade Levels 9-12). Bulletin No. 1699.

**Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.**

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Education; Clerical Occupations; Communication Skills; *Competence; Competency Based Education; Editing; Educational Resources; High Schools; Human Relations; *Job Skills; Learning Activities; Office Machines; Office Occupations; *Office Occupations Education; Recordkeeping; Secretaries; State Curriculum Guides; Teaching Methods; Test Items; Transparencies; Vocational Education; *Word Processing
IDENTIFIERS- Louisiana

The 13 units in this curriculum guide are intended to aid business teachers in Louisiana high schools to prepare students to obtain entry-level employment in word-processing occupations. The first nine units cover the following topics: basic concepts of word processing, career opportunities, human relations skills, clerical skills, communication skills, equipment-related skills, machine dictation and transcription, proofreading and editing, and records management and reprographics. Four additional units include objectives and activities that will provide students with an opportunity to learn to operate equipment and to develop a marketable skill in producing various documents with word processing equipment. Each unit contains an introduction to the subject matter, competencies, general performance objectives, specific performance objectives and mastery criteria, suggested interest approaches for the teacher to use, methodology, a unit outline, specific performance objectives and learning activities, and a unit test with an answer key. Transparency masters, student materials, suggested supplementary materials, and suggested resources are included in most of the units. (KC)

ED 229 628 CE 035 992

The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume I. Bulletin 1690-I.

**Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.**

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF02/PC23 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Agricultural Education; Behavioral Objectives; Competence; Competency Based Education; Fertilizers; High Schools; Land Use; Leadership; *Leadership Training; Learning Activities; Lesson Plans; *Occupational Information; Soil Conservation; *Soil Science; State Curriculum Guides; Student Motivation; Student Organizations; Teaching Methods; Transparencies; *Vocational Education

IDENTIFIERS- Future Farmers of America; Louisiana

This document is the first volume of a state curriculum guide on vocational agriculture for use in the 9th and 10th grades in Louisiana. Three instructional areas are profiled in this volume: orientation to vocational agriculture, agricultural leadership, and soil science. The three units of the orientation area cover introducing beginning students to the total program in vocational agriculture, introducing students to the advanced program options (designed to prepare for occupational choices), and developing the individual supervised occupational experience program. The four units of the agricultural leadership area cover introduction to Future Farmers of America (FFA), awards and contests, leadership training, and participation in FFA activities. The soil science instructional area contains seven units covering soil formation, soil properties, soil acidity and liming, soil classification and land use evaluation, soil fertility and fertilization, soil water and soil judging. Each unit contains one to several individual lessons, with student objectives (terminal and specific), suggested teaching materials, special arrangements for the teacher to make, tips on presenting the lesson, content outlines, and suggested student activities. An extensive section of transparency masters and accompanying scripts as well as student materials completes the units. Soil science tests are appended. (KC)

ED 229 629 CE 035 993

The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume II. Bulletin 1690-II.

**Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.**

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Agricultural Education; *Agricultural Engineering; Agricultural Machinery; Behavioral Objectives; Career Development; Career Education; Competence; Competency Based Education; Conservation Education; Electricity; *Energy Conservation; *Environmental Education; Hand Tools; High Schools; Learning Activities; Lesson Plans; *Occupational Information; State Curriculum Guides; Student Motivation; *Teaching Methods; Transparencies; *Vocational Education; Welding; Woodworking
IDENTIFIERS- Louisiana; Small Engine Mechanics

This document is the second volume of a state curriculum guide on vocational agriculture for use in the 9th and 10th grades in Louisiana. Four instructional areas are profiled in this volume: environmental protection, career information, energy conservation, and agricultural mechanics. The environmental protection unit covers safe use of chemicals, while the two units of the career information area cover introduction to agriculture and occupational training, placement, and advancement. One unit presents information on conserving energy on the farm, while the agricultural mechanics instructional area contains seven units covering orientation to agricultural mechanics, woodworking (basic), tool fitting, electricity, woodworking (sophomore), small engines, and arc welding. Each unit contains one to four individual lessons, with student objectives (terminal and specific), suggested teaching materials, special arrangements for the teacher to make, tips on presenting the lesson, content outlines, and suggested student activities An extensive section of transparency masters and accompanying scripts as well as student materials completes the units. (KC)

ED 229 630 CE 035 995

*Morton, Ruth; Newman, Dianna L.*
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Adult Educators; *Continuing Education; Demography; *Job Satisfaction; Noncredit Courses; *Part Time Faculty; *Teacher Attitudes; *Teacher Characteristics; Two Year Colleges

Demographic profile data and data on barriers to teaching were collected and examined for part-time teachers in noncredit adult and continuing education programs in Nebraska. The data collection instrument was a mailed questionnaire administered statewide to a random sample of teachers, of whom 209 responded. Part-time teachers in noncredit continuing education in Nebraska's six community college areas were generally females under the age of 45. Over half were employed full-time aside from teaching. Most indicated satisfaction with the relatively low pay and their teaching. Subjects prepared for teaching in a variety of ways, including work experience, formal education, and personal experiences and interests. Major barriers to part-time teaching were time, low pay, not being paid for travel or preparation outside of class, wide range of student skills and abilities within the class, and finding and transporting supplies and equipment. Significant relationships were found between barriers and age, sex, satisfaction with teaching, and satisfaction with pay. These barriers implied certain changes for the practices of continuing education administrators. (YLB)

ED 229 631 CE 036 006

*Blaine, Nancy*
Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
**Butler County Community Coll., El Dorado, KS.**
SPONS. AGENCY- Kansas State Dept. of Education, Topeka. Adult Education Section.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Basic Education; Adult Educators; Adult Learning; Adult Students; *Diagnostic Teaching; *Diagnostic Tests; Educational Research; Educational Resources; Individualized Education Programs; *Inservice Teacher Education; *Learning Disabilities; Program Development; Program Effectiveness; Program Implementation
IDENTIFIERS- 310 Project; *Diagnostic Prescriptive Approach; Kansas; *Project BEST KS

Designed to assist adult basic education (ABE) teachers and administrators in coping with learning disabled adults, Project BEST (Better Educational Services through Testing) centered on training selected Kansas adult educators in the use of a prescriptive-diagnostic tool for evaluating adults, on providing these teachers with the most current research and theory on adult learning disabilities, and on providing Kansas with lead instructors and resource specialists in the area of adult learning disabilities. These objectives were reached through several activities, including two training sessions conducted by an adult learning specialist; hands-on training experience with the London Procedure (Weisel 1979); provision of practice in field testing, profile analysis, and written individual education programs (IEPs); and programs providing exposure to a wide variety of information on adult learning disabilities. The results of the training efforts were measured by a pre-test and post-test questionnaire designed to measure trainees' knowledge of learning disabilities as well as clues to visual and auditory problems. Project BEST has laid the groundwork for a statewide learning disabilities awareness program. Furthermore, the project participants are now able to serve as lead instructors and resource personnel for a statewide instructional program. (MN)

ED 229 632 CE 036 007

*Rice, B. Douglas; And Others*
Independent Living Rehabilitation: Program Development, Management, and Evaluation.

**Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.; Texas Inst. for Rehabilitation and Research, Houston.**
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Feb 83
GRANT- G008003045
AVAILABLE FROM- Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 (Item #1202, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Deinstitutionalization (of Disabled); Delivery Systems; Disabilities; Federal Legislation; Human Services; Mental Retardation; Models; Normalization (Handicapped); *Program Administration; *Program Development; *Program Evaluation; Rehabilitation Programs; Staff Development; Vocational Education; *Vocational Rehabilitation

This manual is designed for use by staff development personnel and other trainers in presenting an orientation to independent living programing for rehabilitation agencies and other human service organizations. The three chapters in unit 1 define independent living, identify the major historic events contributing to the development of independent living, and provide detailed information on significant legislation. Unit 2 addresses development and management of independent living programs. Its five chapters describe models for independent living programs; discuss generic services commonly found in independent living programs; consider staff positions, duties, and responsibilities; overview the role and function of the rehabilitation counselor in independent living settings; and identify evaluation criteria. The first chapter in the closing unit focuses on vocational rehabilitation and reviews the rationale for the independent living rehabilitation services to be provided by state vocational rehabilitation agencies. The final chapter of the manual highlights a number of important concerns in independent living. The issues are phrased in the form of questions to stimulate discussion leading to identification of alternative solutions or recommendations. (Each chapter concludes with a summary and notes to the trainer.) References and an appendix listing training resources are included. (YLB)

ED 229 633 CE 036 008

Caregivers of Infants and Toddlers: Instructor's Guide.
**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Mar 82
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Child Caregivers; *Child Care Occupations; Child Development; *Day Care; Day Care Centers; Dietetics; Diseases; *Emotional Development; Environment; *Experiential Learning; Facility Guidelines; Glossaries; Guidance; Hygiene; Intellectual Development; Interaction; Learning Activities; Nutrition; *Occupational Home Economics; *Physical Development; Physical Health; Postsecondary Education; Social Development; Student Experience; Teaching Guides; Tests; Transparencies

This guide for postsecondary child development instructors is intended for use in courses on caring for infants and toddlers in a child care setting. The materials are most effective when coordinated with a carefully selected textbook. Access to a quality care center for laboratory work is essential. An introduction describes the instructor's guide and a separate student laboratory manual, offers suggestions for use of the materials, and summarizes guidelines on coordinating student laboratory work. Guidelines for evaluating students follow. The main body of the guide is organized into six units: (1) Guidance and Interactions, (2) Physical Development, (3) Intellectual Development, (4) Social and Emotional Development, (5) Environments, and (6) Nutrition and Health. Each unit contains a list of performance objectives, a list of references, suggested classroom learning experiences to provide teaching strategies to help students achieve the objectives, a unit test with multiple choice and essay questions, and transparency and handout masters. Other contents include a glossary, glossary test, test answer keys, and a bibliography of all references noted in the units. Materials recommended for student use have notations on reading levels and evidence of sex bias. (YLB)

ED 229 634 CE 036 009

Caregivers of Infants and Toddlers: Student Laboratory Manual.
**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Mar 82
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Child Caregivers; Child Care Occupations; Child Development; Day Care; Day Care Centers; Dietetics; Diseases; *Emotional Development; Environment; *Experiential Learning; Facility Guidelines; Glossaries; Guidance; Hygiene; Intellectual Development; Interaction; Laboratory Manuals; Learning Activities; Nutrition; Observation; *Occupational Home Economics; Participation; *Physical Development; Physical Health; Postsecondary Education; Social Development; *Student Experience; Workbooks

This manual is designed as a laboratory experience guide and workbook for postsecondary students in courses on caring for infants and toddlers in a child care setting. It is divided into six units: (1) Guidance and Interactions, (2) Physical Development, (3) Intellectual Development, (4) Social and Emotional Development, (5) Environments, and (6) Nutrition and Health. Each unit includes performance objectives, an overview of the unit topics, suggested readings for in-depth study, and laboratory experiences that require the student to observe and participate in the care of infants and toddlers in a child care setting. For each observation or participation experience, a sheet is provided that details the learning objective and directions and provides key questions to be answered. Each unit includes participation evaluation forms to be completed when the instructor observes the student during a participation exercise. Other components of the manual are "Guidelines for Successful Lab Experiences," a glossary, and a bibliography. (YLB)

ED 229 635                                                    CE 036 010

Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide.

**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 82
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Child Caregivers; *Child Care Occupations; Child Development; *Day Care; Day Care Centers; Dietetics; Diseases; *Experiential Learning; Glossaries; Hygiene; Learning Activities; *Nutrition; Occupational Home Economics; *Physical Health; Postsecondary Education; *Safety; Student Experience; Teaching Guides; Tests; Transparencies

This guide for postsecondary child development instructors is intended for use in courses on nutrition, health, and safety in a child care setting. The materials are most effective when coordinated with carefully selected textbooks. Access to a quality care center for laboratory work is essential. An introduction describes the instructor's guide and separate student laboratory manual, offers suggestions for use of the materials, and summarizes guidelines on coordinating student laboratory work. Guidelines for evaluating students follow. The main body of the guide is organized into five units: (1) Principles of Nutrition, (2) Meals and Snacks, (3) Safety, (4) Health and Hygiene, and (5) Illness. Each unit contains a list of performance objectives, a list of references, suggested classroom learning experiences to provide teaching strategies to help students achieve the objectives, a unit test with multiple choice and essay questions, and transparency and handout masters. Other contents include a glossary, glossary tests, test answer keys, and a bibliography of all references noted in the units. Materials recommended for student use have notations on reading levels and evidence of sex bias. (YLB)

ED 229 636 CE 036 011

Nutrition, Health, and Safety for Child Caregivers: Student Laboratory Manual.

**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Aug 82
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Child Caregivers; Child Care Occupations; Child Development; Day Care; Day Care Centers; Dietetics; Diseases; Experiential Learning; Glossaries; Hygiene; *Laboratory Manuals; Learning Activities; *Nutrition; Observation; *Occupational Home Economics; Participation; *Physical Health; Postsecondary Education; *Safety; *Student Experience; Workbooks

This manual is designed as a laboratory experience guide and workbook for postsecondary students in courses on nutrition, health, and safety in a child care setting. It is divided into five units: (1) Principles of Nutrition, (2) Meals and Snacks, (3) Safety, (4) Health and Hygiene, and (5) Illness. Each unit includes performance objectives, an overview of the unit topic, suggested readings for in-depth study, and laboratory experiences that provide opportunities for the student to observe and participate in activities related to the unit topic in a child care setting. For each observation or participation experience, a sheet is provided that details the learning objective and directions and provides key questions to be answered. Each unit includes participation evaluation forms to be completed when the instructor observes the student during a participation exercise. Other components of the manual are "Guidelines for Successful Lab Experiences," a glossary, and a bibliography. (YLB)

ED 229 637 CE 036 012

Clothing and Textiles.

**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Feb 83
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Career Exploration; Clothing; *Clothing Instruction; Competency Based Education; Consumer Education; Disabilities; Disadvantaged; Fashion Industry; *Home Economics; Home Economics Skills; Learning Activities; Needle Trades; Occupational Home Economics; Pretests Posttests; Secondary Education; Self Concept; *Sewing Instruction; State Curriculum Guides; *Textiles Instruction
IDENTIFIERS- *Texas

This curriculum guide on clothing and textiles was developed for use in consumer and homemaking education in Texas. Introductory materials provide information on contents and use of the guide, program planning, curriculum planning, and teaching handicapped and disadvantaged students. The guide is divided into five parts, containing materials for seventh and eighth grade homemaking, Homemaking I, Homemaking II, Homemaking III, and a semester course. Within each part are sections based on a competency (knowledge, skills, affective behavior, and/or judgment needed by homemakers) and corresponding sub-competencies (measurable behaviors expected to result from the completion of the learning and evaluation experiences). Concepts related to the competencies are outlined in the left columns; learning and evaluation experiences to develop the competencies are listed in the right column. Materials for the semester course include pretests; pretest answer keys; performance evaluation, rating, and product scales; and both core concepts and personal focus options. Appendixes include transparency masters keyed to learning and evaluation experiences and a reference list of books and sources suitable for a reference library. (YLB)

ED 229 638 CE 036 014

Orientation: Special Needs. Vocational Education for the Handicapped.
**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Jan 81
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Career Awareness; Daily Living Skills; Decision Making; *Disabilities; *Disadvantaged; Employment Potential; *Home Economics Education; Instructional Materials; Job Search Methods; *Job Skills; Learning Activities; Money Management; Secondary Education; Self Concept; Social Responsibility; Vocational Adjustment; Vocational Education; Work Attitudes
IDENTIFIERS- *Special Needs Students; Time Management

This guide is designed for use in teaching general employability skills to disadvantaged and handicapped learners. Although the materials were specifically developed for home economics special needs programs, teachers in other areas also may find the guide useful. Covered in the individual sections of the guide are the following topics: self-awareness; social responsibility; resource management (goal setting and decision making, resources, money management, spending plans, and time management); independent living (communication skills, physical fitness, grooming, clothing, food, shelter, home care, and transportation); career awareness (the value of working, types of jobs, and career planning); getting a job (looking for a job, applying for a job, and interviewing for a job); and suitable work habits (the characteristics of a good worker, on-the-job relationships, and safety and emergency procedures). Each section contains lists of competencies, related sub-competencies, words to know, behavioral objectives, and suggested learning and evaluation activities. A reference list of materials to be used in teaching employability skills to the handicapped is appended. (MN)

ED 229 639 CE 036 017

*Worthington, Robert M.*
The Significance of Vocational-Technical Education in World-Wide Development.
PUB DATE- 26 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cooperation; *Developed Nations; *Developing Nations; *Economic Development; Educational Development; International Relations; Outcomes of Education; *School Role; *Vocational Education

Vocational-technical education must be viewed within the framework of total national goals of education and, combined with socioeconomic planning, considered as part of the total development scheme of a nation. One of its immediate purposes is performing a key support role in worldwide economic development and stability. Since economic and educational disadvantage overlap considerably, some nations integrate their literacy efforts with national development efforts such as vocational and technical training. During the 1980s, the United States will have to deal with four dimensions of change that will coincide directly with the changes in worldwide development--economic, technological, demographic, and governance. Vocational education plays a formidable role in any positive response to them, since education and work will have to be interwoven for all persons. The transition from school to work must be made easier, as the reverse transition--from work back to school--is accepted as commonplace. The pace of technological change is accelerating, and industrialized countries must learn to teach individuals how to learn and to obtain skills to do what they have not been specifically trained to do. A continual international dialogue and sharing of these ideas will foster worldwide development. (YLB)

# DOCUMENT RESUME

ED 229 640 CE 036 018

*Worthington, Robert M.*
The Federal Government's Perspective for Funding Consumer Education.
PUB DATE- 22 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Basic Education; *Adult Education; Adult Literacy; Block Grants; *Consumer Education; Federal Aid; *Federal Legislation; Grants; Home Economics; Illiteracy; Literacy Education; Problem Solving; Secondary Education
IDENTIFIERS- *Education Amendments 1976; *Education Consolidation and Improvement Act 1981

According to a General Accounting Office study, virtually no money is being spent on consumer education, although consumer education has been authorized under the Education Consolidation and Improvement Act of 1981 and under the Education Amendments of 1976. The Education Consolidation and Improvement Act of 1981 authorizes state and local education agencies to use their block grants in accordance with educational needs and priorities. These agencies are free to keep such records as they determine are necessary for fiscal audits and program evaluation, since nothing in the statute or regulations indicates the types of records that must be maintained. The Education Amendments of 1976 also provide for funding of a consumer and homemaking education program. Federal funds are made available to states on a formula grant basis for educational and ancillary services. The United States Department of Education is also initiating an effort to promote adult literacy. Interest is being generated in the area of consumer rights and responsibilities for adult consumers who are functionally illiterate. (YLB)

ED 229 641 CE 036 021

Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7.

**Organisation for Economic Cooperation and Development, Paris (France).**

REPORT NO.- ISBN-92-64-12384-9
PUB DATE- 82
AVAILABLE FROM- OECD Publications and Information Center, 1750 Pennsylvania Avenue, NW, Suite 1207, Washington, DC 20006-4582 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (14[illegible])
DESCRIPTIONS- Automation; Career Education; Computer Oriented Programs; Computers; Economic Change; Electronic Equipment; *Electronics; *Employment; Employment Patterns; *Manufacturing; *Productivity; Social Change; *Technological Advancement; Unemployment
IDENTIFIERS- Computer Assisted Design; Computer Assisted Manufacturing; Information Technology, *Microelectronics; *Robotics; Robots

This monograph contains selected papers presented at the Second Special Session on Information Technologies, Productivity and Labour Market Implications, which took place at the Organisation for Economic Cooperation and Development on October 19-21, 1981. An introductory note summarizes significant points from the meeting. Part 1 contains a report that provides an analytical review of the findings and policies of national commission reports from 11 countries in the field of microelectronics-based technologies, with emphasis on productivity and employment. Following the report are selected replies and comments as well as statements by the Business and Industry Advisory Committee and the Trade Union Advisory Committee. The four papers in part 2 give an overview of the socioeconomic importance of the increasing application in manufacturing of microelectronics-supported machinery. Specific topics are trends in the production and use of industrial robots in West Germany; the promotion of robotics, computer-aided design, and computer-aided manufacturing in Sweden; robotization in Japanese industries; and the economic and social problems and effects of the change to robots. (YLB)

ED 229 642 CE 036 023

*Youngblood, Grace Strano; Bensberg, Gerard J.*
Planning and Operating Group Homes for the Handicapped.
**Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.**
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Research and Training Center in Mental Retardation, Texas Tech University, Box 4510, Lubbock, TX 79409 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Accessibility (for Disabled); *Deinstitutionalization (of Disabled); *Developmental Disabilities; Federal Legislation; Federal Programs; Financial Support; *Group Homes; *Mental Retardation; Program Development; Residential Programs; Site Selection; Staff Development; Zoning

This text is directed toward service providers, advocacy groups, administrators, and other interested parties who are given the task of setting up independent living facilities for the developmentally disabled. Emphasis is placed on the group home concept of alternative living arrangements. Chapter 1 considers models for alternative residential facilities. Staff patterns and types of independent living are described. Chapter 2 discusses federal programs available for alternative community living models, including Medicaid, intermediate care facilities (ICF), supplemental security income, and Title XX. Chapter 3 addresses planning and locating community-based living facilities. Topics are assessment of the local housing market, funding sources, zoning regulations, and strategies for overcoming restrictive zoning. In chapter 4 the focus is on accessibility considerations and safety. Chapter 5 describes the legal rights of all citizens, including the handicapped, and provides information on standards for quality programming from the Accreditation Council for Mentally Retarded and Other Developmentally Disabled Persons, and ICF for the Mentally Retarded rules and regulations. Case management is also discussed. An outline for a staff training program is provided in the final chapter. Appendixes include an annotated bibliography, sample fire-safety code regulations, and state agency addresses for sources of further information on independent living. (YLB)

ED 229 643 CE 036 024

*Lewis, Gary*
Changes in Occupational Employment in the Food and Kindred Products Industry, 1977-1980. Technical Note No. 1.
**Technology and Education Research Inst., Inc., Cambridge, MA.**
PUB DATE- Mar 83
AVAILABLE FROM- Technology and Education Research Institute, 31 Gorham Street, Cambridge, MA 02138 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Career Education; Clerical Occupations; Comparative Analysis; *Employment Patterns; *Employment Projections; Employment Statistics; *Food Processing Occupations; *Food Service; Labor Needs; Occupational Information; Professional Occupations; Sales Occupations; Statistical Analysis; Technical Occupations; Vocational Education
IDENTIFIERS- *Staffing Ratio

The extent to which occupational staffing patterns change over time was examined in a study focusing on the Food and Kindred Products industry--Standard Industrial Classification (SIC) 20. Data were taken from the 1977 and 1980 Occupational Employment Statistics program coordinated by the United States Department of Labor Statistics. Actual 1980 employment by occupation was compared to the employment expected if occupational staffing ratios had remained unchanged since 1977. Three measures were used to indicate differences between actual and simulated or expected occupational employment: absolute percentage difference, weighted absolute ratio difference, and comparison of simulated occupational employment with the 95 percent confidence interval established for the actual 1980 occupational employment. Findings indicated the average absolute percentage difference was 34.4 percent; the direction of change was correctly predicted in 51 of 100 occupations; in 21 of 85 occupations, simulated 1980 occupational employment fell within the 95 percent confidence interval; and the average weighted absolute percentage difference was 33 percent. Implications from the research for future occupational projection were the need for identification of those occupations likely to experience substantial change and the need for identification of the causes of changing occupational employment. (A six-page table is attached.) (YLB)

ED 229 644 CE 036 025

*Latack, Janina C.*
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies.
**Ohio State Univ., Columbus. College of Administrative Science.**
REPORT NO.- WPS-81-70
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Adjustment (to Environment); *Career Change; *Coping; Family Life; Family Problems; Individual Development; Influences; Mental Health; Models; Personality Problems; Physical Health; Problem Solving; *Psychological Patterns; Quality of Life; Questionnaires; Social Problems; *Stress Variables; Surveys; Well Being
IDENTIFIERS- Intraorganizational Career Change; *Stress (Biological); *Stress Management

A study examined career transitions within organizations. Developed and evaluated during the study was a model that views career transitions as a stress-coping process influenced by work and non-work factors. Data from organizational records, a questionnaire, and performance ratings were collected for 109 managers and professionals in a manufacturing firm and an osteopathic hospital concerning the relationship between career and personal transitions in their lives as well as the strategies they used to cope with any stress caused by these changes. Data supported the model in that individuals experiencing a large number of personal life transitions were more likely to adopt a symptom-coping strategy (as contrasted with a situation-focused strategy) for dealing with job stress during the transition. Data indicated that major career transitions were associated with major transitions in personal life and suggested that a career transition could act as a trigger event for personal life instability. Based on the study, it was proposed that organizations examine the feasibility of career transitions other than promotion as a career management tool and that organizations begin to bear more responsibility for stress management. An appendix of scale items used to measure coping and personal life transitions is included. (MN)

*Lynch, Richard L.*
Marketing Education: A Future Perspective. Special Publication Series No. 37.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
PUB DATE- 83
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210 (Order No. SN37, $8.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrator Attitudes; *Business Education; Distributive Education; Educational History; Educational Needs; *Educational Objectives; Educational Philosophy; *Educational Planning; Educational Policy; Educational Practices; *Educational Trends; Federal Legislation; Futures (of Society); Interviews; Literature Reviews; *Marketing; *National Programs; Needs Assessment; Position Papers; Postsecondary Education; Secondary Education; Trend Analysis; Vocational Education

A project was undertaken to develop and publish a national plan for marketing education at pre-baccalaureate levels. During the project, the author of the study reviewed literature pertaining to the past, present, and future of business, marketing education, marketing, and vocational education. In addition, he conducted telephone conversations and personal interviews with educators and business persons regarding the future of pre-baccalaureate marketing education. The author concluded that the present image of marketing and distributive education has been shaped by various factors, including the early retail and sales training, as spearheaded by Lucinda Prince; early federal legislation requiring enrollees in distributive education programs to be employed part-time; and leadership provided by regional agents and program specialists in the Office of Education. According to the Marketing Education Association's mission statement for the 1980s, marketing education should be directed toward developing competent workers for marketing occupations, for improving the techniques of marketing, and for building understanding of the responsibilities that accompany the right to engage in marketing businesses in a free-enterprise system. Based on these findings, the researcher formulated seven major recommendations pertaining to the development of an overall conceptual framework for marketing education that would serve as the basis for a national plan for marketing and distributive education. (MN)

ED 229 646 CE 036 028

Food and Nutrition.
**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Apr 83
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409 ($17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Consumer Education; Cooking Instruction; Disabilities; *Disadvantaged; *Food; *Home Economics Education; *Homemaking Skills; Instructional Materials; Learning Activities; *Nutrition; Secondary Education; State Curriculum Guides
IDENTIFIERS- Food Preparation; Food Processing; *Texas

This curriculum guide on food and nutrition is one of seven subject area guides developed for use in consumer and homemaking education in Texas. Covered in the individual sections of the guide are the following: program and curriculum planning; teaching handicapped and disadvantaged students (student characteristics and teaching strategies); seventh and eighth grade homemaking; Homemaking I; Homemaking II: Homemaking III; and a semester course in homemaking. Addressed in the homemaking courses are some or all of the following: nutrition, meal management, consumer aspects of buying food, basic kitchen skills; food preparation; food preservation and processing, relating food and nutrition skills to jobs, and food service career preparation. The chapter dealing with the semester course includes suggestions for food and nutrition laboratories. Also provided are a series of 52 transparency masters and a food and nutrition reference list. (MN)

ED 229 647 CE 036 029

Home Economics Careers in Food Service.

**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational

Education and Technology.
PUB DATE- Nov 80
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech University, P.O. Box 4067, Lubbock, TX 79409.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Behavioral Objectives; Cooking Instruction; Cooks; *Cooperative Education; Equipment; Equipment Maintenance; Equipment Utilization; Food Handling Facilities; *Food Service; Foods Instruction; Home Economics; *Home Economics Skills; Instructional Materials; *Job Skills; Learning Activities; Nutrition; *Occupational Home Economics; Safety; Secondary Education
IDENTIFIERS- Customer Services

These student instructional materials are designed to provide part of the classroom instruction for a course of study for home economics careers in food service in a home economics cooperative program. The materials are to be used for individual study with a minimum of assistance from the teacher-coordinator, and the units may be used in any order. Fifteen units cover these areas: Who are Food Service Employees, Sanitation, Safety, Nutrition, Small Equipment for Food Preparation and Service, Large Equipment for Food Preparation and Service, Large Equipment for Cooking Food, Techniques of Food Preparation, Cold Food Work Station, Hot Food Work Station, Bake Work Station, Customer Service Techniques, Food Transportation, Storeroom Control, and Introduction to Food Service Management. Within each unit are two to seven topics. Each topic begins with a related task and a statement of behavioral objectives. Information sheets are provided, and reading assignments in related texts and pamphlets are made. Study questions, assignments, and suggestions for group work follow. A list of references required for use with the instructional materials is appended. (YLB)

Home Economics Careers in Food Service. Teacher Guide.
**Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.**
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Nov 80
AVAILABLE FROM- Home Economics Curriculum Center, Texas Tech

University, P.O. Box 4067, Lubbock, TX 79409 ($25.00).
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Behavioral Objectives; Cooks; *Cooperative Education; Equipment; Equipment Maintenance; Equipment Utilization; Food Handling Facilities; *Food Service; Home Economics; *Home Economics Skills; Job Analysis; *Job Skills; Learning Activities; Nutrition; *Occupational Home Economics; Occupational Information; Safety; Secondary Education
IDENTIFIERS- Customer Services

These instructional materials are designed to assist teacher coordinators in teaching a course of study for home economics careers in food service in a home economics cooperative education program. Introductory materials are an overview containing job descriptions and a sample organizational chart, and a food service employee job analysis. A course outline details objectives, tasks, work experiences, and study assignments for each topic. Instructional materials for student use are then provided. The 15 unit titles follow: Who are Food Service Employees, Sanitation, Safety, Nutrition, Small Equipment for Food Preparation and Service, Large Equipment for Food Preparation and Service, Large Equipment for Cooking Food, Techniques of Food Preparation, Cold Food Work Station, Hot Food Work Station, Bake Work Station, Customer Service Techniques, Food Transportation, Storeroom Control, and Introduction to Food Service Management. Within each unit are two to seven topics. Each topic begins with a related task and statement of behavioral objectives. Information sheets are provided, and reading assignments in related texts and pamphlets are made. Study questions, assignments, and suggestions for group work follow. Answer sheets for study questions, unit tests, and unit test answer keys are included. A list of references required for use with the instructional materials is appended. (YLB)

ED 229 649 CE 036 031

Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-89606-123-X.

PUB DATE- 83

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (write for price).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Assignments; Behavioral Objectives; Case Studies; *Classroom Techniques; *Competency Based Teacher Education; Guidelines; Higher Education; Homework; Independent Study; Learning Activities; Preservice Teacher Education; Reading Assignments; Simulation; *Study Skills; *Teaching Methods; *Vocational Education; Vocational Education Teachers

This module on guiding student study is one of a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. Addressed in the three learning experiences included in the module are making student assignments (in-class study assignments, independent study projects, and outside study assignments); evaluating the performance of a teacher in a given case study in guiding student study; and guiding student study in an actual teaching situation. Each learning experience includes an objective, one or more learning activities, and a feedback activity. (MN)

ED 229 650 CE 036 032

Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-126-4
PUB DATE- 83
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602 (write for price).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Behavioral Objectives; *Classroom Techniques; *Competency Based Teacher Education; Guidelines; Higher Education; Learning Activities; *Preservice Teacher Education; *Problem Solving; *Teaching Methods; *Vocational Education; Vocational Education Teachers

This module on directing students in applying problem-solving techniques is one of a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers. Addressed in the four learning experiences included in the module are understanding problem-solving techniques and their use as an instructional method, directing and criticizing students in applying these techniques, executing and criticizing problem-solving techniques in a simulated classroom situation, and directing students in the application of problem-solving techniques in an actual teaching situation. Each learning experience includes some or all of the following: an enabling objective, optional and required learning activities, and a feedback activity. (MN)

ED 229 651 CE 036 035

Leader's Guide to Developing Career Education Programs. Revised.
**Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.**
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Career Education; Community Programs; *Cooperative Planning; Curriculum Development; Educational Needs; Educational Resources; Elementary Secondary Education; Guidelines; Inservice Teacher Education; Instructional Materials; Integrated Curriculum; *Interdisciplinary Approach; Leaders Guides; Lesson Plans; Needs Assessment; *Program Development; Program Evaluation; *Program Implementation; Program Improvement; School Districts; State Curriculum Guides; Statewide Planning
IDENTIFIERS- Indiana

This guide to developing career education programs in Indiana elementary and secondary schools tells how to move career education from an idea to a permanent part of the school curriculum. The guide was written specifically for persons who have the task of leading their schools' career education programs. The guide has three chapters corresponding to three phases of program development: (1) initiation for spreading the idea of career education throughout the schools and community and making preparations for planning an organized program; (2) planning for designing the school's student program and developing a plan for implementing the program; and (3) implementation for performing the "behind the classroom scenes" work of implementing the school plan. Phases 1 and 2 consist of 19 steps in sequential order. The third chapter lists pointers and resources for seven program development and support functions whose sequence depends on the school's plan. References on career education are suggested. (KC)

ED 229 652 CE 036 036

*Worthington, Robert M.*
National Perspective on Cooperative Education.
PUB DATE- 19 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cooperative Education; Cooperative Programs; Economic Development; *Educational Benefits; *Educational Policy; *Education Work Relationship; Employer Attitudes; Employment Potential; Federal Programs; Government Role; Postsecondary Education; Program Effectiveness; *School Business Relationship; School Community Relationship; Secondary Education; Shared Services; Vocational Education; *Work Experience Programs
IDENTIFIERS- National Center for Research Vocational Education; National Occupational Information Coord Committee

From a national perspective, cooperative vocational education is becoming increasingly important. As the country changes from a manufacturing to a service economy, many traditional jobs are being eliminated, while new jobs are being created, especially in the information field. In order to prepare employees for these jobs, a partnership between the schools and the private sector is needed. Schools will benefit by providing quality education on the cutting edge of the new technology, and the private sector will benefit by getting qualified employees at less cost for recruiting and training. At the national level, Congress funds programs of national significance, which include (1) national discretionary projects, (2) the National Center for Research in Vocational Education, (3) six regional curriculum coordination centers, and (4) the National Occupational Information Coordinating Committee. These programs of national significance support the functions of applied research and curriculum development, demonstration, dissemination, and training. Through these programs, improvements can be made in education, including cooperative education. Research findings to date indicate that cooperative education leads to a positive attitude of students toward office occupations and higher job performance ratings from employers. Further efforts are needed to determine the effects of cooperative programs on productivity, minority employment, the work ethic, job satisfaction, employment of handicapped persons, high technology, entrepreneurship, and articulation from secondary to postsecondary education. All signs now point, however, to the benefits of cooperative programs to the employer, to the students, and to the community. (KC)

ED 229 653 CE 036 064

*Miguel, Richard J.*
Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0022, P-10
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Apprenticeships; *Attitude Change; Career Education; Cooperative Education; Discipline; *Discipline Policy; Distributive Education; Educational Research; Employer Attitudes; Employment; Employment Potential; *Employment Practices; Employment Programs; Experiential Learning; Federal Programs; Postsecondary Education; Questionnaires; Secondary Education; *Standards; *Student Attitudes; Supervisors; Surveys; *Work Experience Programs; Youth Employment
IDENTIFIERS- Experience Based Career Education

A study focused on the relationships of (1) youth's perceptions of hiring and disciplinary standards, (2) their work supervisors' reports of those standards, and (3) selected antecedents and employment outcomes associated with employability development programs. Through questionnaires, data were collected at the beginning and end of the 1981-82 school year from a sample of 1,135 youth participants of employability development programs from metropolitan areas nationwide, from nonprogram employed and nonemployed youth, and from worksite supervisors. The relationship between pre-program perceptions, hiring and disciplinary standards, and post-program perceptions was significant and positive. Personal characteristics related to perceptions of hiring practices were age, study (taking courses in academic subjects), and work experience. Those related to perceptions of disciplinary standards were the amount of work experience and the youth's reservation wage (the minimum acceptable wage for future jobs). Firm and job characteristics were not related to changes in perceptions of the hiring standards. Those significantly related to differences between youth's perceptions and supervisors' reports of disciplinary standards were firm size, cost of equipment used, and wages. Differences between youth and supervisors on standards were significant but not large. The 17 hiring and disciplinary standards that youth consistently undervalued fell into three categories: basic academic skills, work attitudes and personal characteristics, and productivity. (Program profiles and an instrument are appended.) (YLB)

# DOCUMENT RESUME

ED 229 654 CE 036 065

*Hotchkiss, Lawrence*
Effects of Work Time on School Activities and Career Expectations. Technical Report. Studies in Employment and Training Policy: No. 4.
**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0022, P-13
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; Career Planning; Educational Research; Goal Orientation; High Schools; *High School Students; Longitudinal Studies; Parent Aspiration; *Part Time Employment; Secondary Education; *Student Behavior; Student Characteristics; *Student Educational Objectives; Student Participation; Youth Employment

The effects of part-time work of high school students on school-related behaviors and on career expectations were studied. Five dependent variables were classified as school-related behaviors: days tardy, days absent, number of extracurricular activities, transcript grade averages, and self-reported grades. Four career expectation variables were included: youth's educational expectations, youth's occupational expectations, parental educational expectations for youth, and parental occupational expectations for youth. Three waves of data were collected from 714 youths attending public high schools in Columbus, Ohio; 597 youths and their parents completed all three waves in grades 10, 11, and 12. Little support was shown for the general hypothesis that working interferes with schooling. Data indicated that neither a linear nor a nonlinear effect of hours of work occurs for any of the school-related variables. Investigation of interaction effects revealed scant evidence that the quality of work, as indicated by job status, and hours at work interact to produce effects on school behavior. It was also found that working does not affect career expectations of youth or career expectations that parents hold for their children. (YLB)

ED 229 655 CE 036 066

*Hotchkiss, Lawrence; And Others*

Effects of Individual and School Characteristics on Part-Time Work of High School Seniors. Technical Report. Studies in Employment and Training Policy: No. 5.

**Ohio State Univ., Columbus. National Center for Research in Vocational Education.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0022, P-13
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; High Schools; *High School Seniors; Individual Characteristics; *Institutional Characteristics; Labor Supply; Models; *Part Time Employment; Secondary Education; *Student Characteristics; Unemployment; Vocational Education; Work Experience; *Youth Employment

Factors that affect work outcomes of high school youth and effects of the characteristics of the school that a youth attends on employer demand were studied. It was hypothesized that employers use the quality of the school as a proxy for accurate information about likely productivity of prospective employees. Four dependent variables were examined--hours of work per week, labor force participation, wage rate, and unemployment. A model of hours worked and labor force participation was derived from utility theory of labor supply. Data from 28,000 secondary and postsecondary seniors showed that wage and nonwage benefits of work tended to increase the supply of hours of teenage youth attending school. Commitment to schooling tended to reduce the hours worked. Empirical tests of the school-effects hypotheses failed to support them. These results may have been due to the relatively homogeneous quality of high schools within the geographical limits from which employers typically hire teenage workers. Findings regarding the effects of other school variables were that attending a vocational or private school increases one's wages, cooperative education and work study tend to improve one's experience in the part-time youth labor market, and black students experience higher unemployment. (YLB)

ED 229 656 CE 036 085

*Day, Nancy; And Others*
Health Occupations Education II. Instructor's Manual.
**South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; *Anatomy; *Career Exploration; Competency Based Education; *Geriatrics; Health Occupations; Health Personnel; Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Medical Services; Microscopes; Orientation; *Physiology; Safety; Secondary Education; Teaching Guides

This instructor's manual accompanies the 46 modules in Health Occupations Education II, the second course of a two-year course of study. Contents include a list of the modules and the performance skills covered in each module, a listing of tools and supplies required for learning activities in the modules cited by module title, an instructional references list, and a list of instructional filmstrips cited by module title. Instructor's guides for each of the 46 modules provide the following information: contents of the module (student information sheets, the student self-check, evaluator's final checklist), suggested audiovisual materials, and recommended references. Teaching suggestions; required tools, equipment, and supplies; and special teacher's notes are outlined for each learning activity in the module. Modules are divided into six packages according to six major topic areas that cover: (1) Introduction to Health Occupations Education II (7 modules); (2) Career Exploration (1 module); (3) Safety (3 modules); (4) Anatomy and Physiology (31 modules); (5) Geriatrics, or the Care of the Aging (3 modules); and (6) Microscope (1 module). Other materials in the manual include sample achievement records for Health Occupations I and II and a sample certificate to award to students completing the course of study. (YLB)

ED 229 657 CE 036 086

*Day, Nancy; And Others*
Introduction to Health Occupations Education II. Module No. I. Health Occupations Education II.
**South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; *Behavior Standards; Check Lists; Codes of Ethics; Competency Based Education; Health Occupations; Health Personnel; History; *Interpersonal Relationship; Job Skills; Learning Activities; Learning Modules; Medical Education; *Medical Services; *Medical Vocabulary; Nurses Aides; Nursing Education; Personality; Records (Forms); Secondary Education; Self Evaluation (Individuals); Student Evaluation; *Study Skills; Technical Occupations

This package of seven modules that introduce health occupations II is one of six such packages containing a total of 46 modules that comprise Health Occupations Education II, the second course of a two-year course of study. Each module may contain some or all of the following components: introduction, directions, objectives, a list of learning activities, student information sheets, student assignment sheets, student self-checklists, a description of check-out activities, an evaluator's final checklist to assess student performance, and a student self-check key. Module titles are (1) Legal and Ethical Standards, (2) History of Health Care, (3) Learning and Study Skills, (4) Basic Medical Terminology, (5) Self-Assessment and Personal Development, (6) Charting, and (7) Care of the Patient Unit. (YLB)

ED 229 658 CE 036 087

*Day, Nancy; And Others*

Career Exploration. Module No. II. Health Occupations Education II.

**South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**

PUB DATE- 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; *Career Choice; Career Education; *Career Exploration; Career Planning; Careers; Check Lists; Competency Based Education; Employment Opportunities; *Health Occupations; Health Personnel; Job Skills; Learning Activities; Learning Modules; Medical Education; Nursing Education; *Occupational Information; Secondary Education; Student Evaluation; Technical Occupations; Vocational Interests

This package, with one module on career exploration, is one of six such packages containing a total of 46 modules that comprise Health Occupations Education II, the second course of a two-year course of study. Each module may contain some or all of the following components: introduction, directions, objectives, a list of learning activities, student information sheets, student assignment sheets, student self-checklists, a description of check-out activities, an evaluator's final checklist to assess student performance, and a student self-check key. The title of the module is Exploring Health Careers. (YLB)

ED 229 659 CE 036 088

*Day, Nancy; And Others*
Safety. Module No. III. Health Occupations Education II.
**South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Competency Based Education; Emergency Programs; *Fire Protection; *Health Occupations; Health Personnel; Human Body; Job Skills; Learning Activities; Learning Modules; Medical Education; *Medical Services; Motion; Nursing Education; *Occupational Safety and Health; Patients; *Safety; Secondary Education; Student Evaluation; Technical Occupations

This package of three modules on safety is one of six such packages containing a total of 46 modules that comprise Health Occupations Education II, the second course of a two-year course of study. Each module may contain some or all of the following components:

introduction, directions, objectives, a list of learning activities, student information sheets, student assignment sheets, student self-checklists, a description of check-out activities, an evaluator's final checklist to assess student performance, and a student self-check key. Module titles are (1) Safety and Fire Prevention; (2) Body Mechanics for the Health Care Worker: Body Alignment, Balance, and Movement; and (3) Safe and Effective Body Movement. (YLB)

ED 229 660 CE 036 089

*Day, Nancy; And Others*
Anatomy and Physiology. Module No. IV. Health Occupations Education II.
**South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; *Anatomy; Behavioral Objectives; Cardiovascular System; Check Lists; Competency Based Education; *Health Occupations; Health Personnel; Job Skills; Learning Activities; Learning Modules; Medical Education; Nursing Education; *Physiology; Reproduction (Biology); Secondary Education; Student Evaluation; Technical Occupations
IDENTIFIERS- Digestive System; Endocrine System; Muscular System; Nervous System; Respiratory System; Skeletal Systems; Skin; Urinary System

This package of 31 modules on anatomy and physiology is one of six such packages containing a total of 46 modules that comprise Health Occupations Education II, the second course of a two-year course of study. Each module may contain some or all of the following components: introduction, directions, objectives, a list of learning activities, student information sheets, student assignment sheets, student self-checklists, a description of check-out activities, an evaluator's final checklist to assess student performance, and a student self-check key. Module titles are Introduction to Anatomy and Physiology, Integumentary System, (Application of Heat, Application of Cold Compresses, Shaving the Operative Site, and Sterile Dressings), Muscular System, Skeletal System (Care of the Patient in Traction, Care of the Patient with a Cast), Circulatory System (CPR--Cardiopulmonary Resuscitation), Respiratory System (Care of the Patient Receiving Oxygen, Tracheostomy Care, Collection of Sputum Specimen, Suctioning Nasal Passage and Throat), Digestive System (Colostomy Care, Bowel Elimination, Basic Nutrition and Diet Therapy, Preparing and Giving Tube Feeding), Urinary System (Urinary Catheter Care for Indwelling Catheter, Obtaining Urine Specimens from the Catheterized Patient, Inserting a Catheter: Urethral and Retention), Reproductive System (Vaginal Irrigation and Perineal Care), Endocrine System, and Nervous System. (YLB)

ED 229 661 CE 036 090

*Day, Nancy; And Others*
Geriatric Care. Module No. V. Health Occupations Education II.
**South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Aging (Individuals); Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Competency Based Education; *Death; *Geriatrics; *Health Occupations; Health Personnel; Job Skills; Learning Activities; Learning Modules; Medical Education; *Medical Services; Older Adults; *Patients; Secondary Education; Student Evaluation; Technical Occupations
IDENTIFIERS- *Postmortem Care

This package of three modules on geriatric care is one of six such packages containing a total of 46 modules that comprise Health Occupations Education II, the second course of a two-year course of study. Each module may contain some or all of the following components: introduction, directions, objectives, a list of learning activities, student information sheets, student assignment sheets, student self-checklists, a description of check-out activities, an evaluator's final checklist to assess student performance, and a student self-check key. Module titles are (1) Geriatrics or the Care of the Aging; (2) Care of the Dying Patient; and (3) Postmortem Care. (YLB)

ED 229 662 CE 036 091

*Day, Nancy; And Others*
Microscope. Module No. VI. Health Occupations Education II.
**South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Competency Based Education; *Equipment Utilization; *Health Occupations; Health Personnel; Job Skills; Learning Activities; Learning Modules; Medical Education; *Medical Laboratory Assistants; Medical Technologists; *Microscopes; Nursing Education; Secondary Education; Student Evaluation; Technical Occupations

This package, with one module on the microscope, is one of six such packages containing a total of 46 modules that comprise Health Occupations Education II, the second course of a two-year course of study. Each module may contain some or all of the following components: introduction, directions, objectives, a list of learning activities, student information sheets, student assignment sheets, student self-checklists, a description of check-out activities, an evaluator's final checklist to assess student performance, and a student self-check key. The title of the module is Care and Use of the Microscope. (YLB)

CG

ED 229 663 CG 016 630

*Daly, Michael J.; Moore, Earl J.*
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series.
**Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.**

SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE- May 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adjustment (to Environment); *Coping; Elementary Secondary Education; Emotional Response; Job Performance; Models; Organizational Climate; *Performance Contracts; Physiology; *Planning; *School Counselors; *Stress Variables; *Teachers
IDENTIFIERS- *Time Management

This guide to stress and time management for educators defines stress as a physiological response to the pressures of daily living and differentiates between stress as a motivator and a debilitator. The guide presents stressor inventories for teachers, administrators, and counselors, and outlines a personal behavior contract for implementing change. A social readjustment rating scale is included. The effect of stress on the body and mind is discussed and stress management techniques are described, including stress innoculation procedures. Time management is discussed in terms of planning, setting and prioritizing goals, and identifying activities needed to reach those goals. Lakein's 80/20 rule is discussed. The guide closes with a discussion of time wasters and suggestions on using the telephone, managing visitors, attending meetings, paperwork, protected time, and saving time. The four appendices contain worksheets and examples including a time analysis worksheet, daily time log, weekly task plan, and time action plan. (JAC)

ED 229 664 CG 016 631

*Presseisen, Barbara Z.*
Understanding Adolescence: Issues and Implications for Effective Schools.
**Research for Better Schools, Inc., Philadelphia, Pa.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Adolescent Development; *Adolescents; Developmental Stages; Educational Assessment; Educational Objectives; *Educational Quality; Literature Reviews; *School Effectiveness; School Role; Secondary Education; State of the Art Reviews; *Student Characteristics; Student Needs; *Urban Education

Currently there is a strong movement to make schools more effective by raising the quality of instruction, program design and organizational management. This paper reviews recent research in adolescent development as a major focus for determining the success or failure of specific practices in secondary schools. Factors of school effectiveness are examined in terms of their significance for the effective schools movement and for ways in which these factors may relate to recent research on adolescents. Conclusions are drawn about how the two areas of study address common issues as well as ways in which they diverge. The first part of the paper examines current literature to build a general conception of adolescence. The second part is concerned with major issues of adolescence and their relationship to factors of school effectiveness. The third part seeks to determine the implications of these two areas for identifying desirable changes in secondary schools. Education in urban settings is also examined. A list of references is included. (JAC)

ED 229 665 CG 016 633

*Pallak, Suzanne R.; And Others*
Inferring Attitudes from Behavior: Commitment, Attitudinal Implications, and Cognitive Responses.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; *Beliefs; *Cognitive Processes; College Students; Higher Education; Motivation; Student Attitudes; Student Behavior
IDENTIFIERS- *Commitment; *Inference

Despite their effect on attitude structure, actions that engender high commitment do not necessarily lead to attitude inference. The hypothesis that attitude inference follows behavior only when the individual is highly committed to the behavior, cannot avoid thinking about the attitudinal implications, and cannot reinterpret the behavior as attitudinally-irrelevant was tested with 50 female undergraduates. A 2 x 2 design (belief-relevant cue vs. belief-irrelevant cue x list issues for own topic vs. for confederate's topic) was used with a low commitment (belief-relevant cue, own topic) control condition. After agreeing to the request to tape record a consonant speech, subjects who overheard a confederate offer a belief-relevant reason for agreeing to tape record a speech on a different issue, produced more consonant arguments for their own topic and showed greater attitude polarization than did subjects in the control or the remaining three experimental conditions. Subjects in the belief-relevant-own-topic condition also generated the greatest number of consonant arguments, suggesting that attitude inference following one's own behavior may be mediated by the cognitive responses one generates. (Author/JAC)

ED 229 666 CG 016 634

*Tutin, Judith; Kessler, Marc*
A Multivariate Analysis of Termination Status in a Rural Community Mental Health Center.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counseling Effectiveness; Delivery Systems; *Dropout Characteristics; Dropout Rate; Dropout Research; Multivariate Analysis; *Patients; *Predictor Variables; Psychotherapy; Rural Areas
IDENTIFIERS- *Community Mental Health Centers; *Termination of Therapy

It has been estimated that the most pressing problem in community mental health care clinics is dropout, defined as unilateral termination by the client without therapist approval. To clarify the nature of dropout patients, 133 outpatient records at a rural community mental health center were examined over a one year period. Variables expected to predict dropout status were coded and reduced by factor analysis. Discriminant analysis revealed that short term dropouts (two or fewer visits) could be discriminated from long term dropouts (three visits or more), confirming that dropouts are not a heterogeneous group. Short term dropouts tended to be less likely than long term terminators to report a disturbance with their child, more likely to report a sleep disturbance or sexual dysfunction and more likely to have a complaint longer in duration. Comparisons of short term dropouts to short term terminators showed that the therapist's role was more significant. The findings suggest that the dropouts meet their treatment needs in a short term manner. (JAC)

ED 229 667 CG 016 635

*Ciferri, William B.; Bressler, Dawn*
Social and Health Service Utilization: A Path Analysis.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Behavior Patterns; *Delivery Systems; Gerontology; *Health Services; Needs Assessment; *Older Adults; Path Analysis; Physical Health; *Predictor Variables; Psychological Characteristics; *Social Services; Use Studies
IDENTIFIERS- *Service Utilization

Social and health service utilization have been the subject of numerous studies, but most have examined service utilization from the perspective of the type of service delivered to older adults. To determine the factors that predict overall utilization of services, data that had been collected in 1975 for the General Accounting Offices' survey of "The Well-Being of Older Persons in Cleveland, Ohio" (1,609 non-institutionalized adults) were analyzed. Using path analysis, predisposing, enabling and need factors were examined to determine their relationship to the use of formal and informal health and social services. Results showed that predisposing variables (age, sex, race, education, and marital status) had a small direct effect on utilization and an indirect effect through their influence on subsequent stage variables. For the enabling variables (perceived income, income, and social support) only social support had an indirect and direct effect. Need factors were all directly related to service utilization. Perceived need was more important than all other predisposing, enabling and need factors. The findings emphasize the importance of perceived need and question the importance of predisposing and enabling factors in predicting service utilization. (Author/JAC)

ED 229 668 CG 016 636

*Nishio, Kazumi*
Characteristics of Japanese and Japanese Americans in Psychotherapy in Japan and the U.S.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; *Counseling Techniques; Cross Cultural Studies; *Cultural Differences; Dropout Rate; *Japanese Americans; Mental Health Clinics; *Psychological Characteristics; Psychotherapy
IDENTIFIERS- *Client Characteristics; *Japanese People

In spite of the growing volume of research on Asian Americans since the late 1960's, very little examination in the mental health field has been done of specific groups of Asian Americans. To compare the mental health treatment characteristics of Japanese in Japan and Japanese Americans in the United States, 27 Tokyo therapists and their 120 clients, and 42 American (West Coast) therapists and their 128 clients were studied. Chi-square and t-test analyses of the demographic data and treatment characteristics showed that contrary to previous findings, there was not a high premature drop-out rate by Japanese American clients when treatment was conducted at Asian American community mental health centers and in private practice. Japanese clients in Japan had more treatment sessions than Japanese American clients. Japanese Americans had more practical problems e.g., transportation and language, and presented special problems related to environment, cultural conflicts and racism. American therapists used more non-traditional techniques then Japanese therapists. The results confirm that Japanese American clients have problems and needs different from clients in Japan, requiring different treatment approaches. (JAC)

ED 229 669 CG 016 637

*Little, Linda F.*

The Impact of Gestalt Group Psychotherapy on Parents' Perceptions of Children Identified as Problematic.

PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Change; *Counseling Effectiveness; *Group Therapy; *Parent Attitudes; Parent Child Relationship; Parents; *Problem Children
IDENTIFIERS- *Gestalt Therapy

Gestalt therapy respects parents' perceptions of their children and does not attempt to train parents to become therapists for their children. To examine the impact of Gestalt group psychotherapy on parents' perceptions of children identified as problematic, an experimental group of 10 parents participated in 10 2-hour Gestalt sessions. A group of eight parents served as the self-selected control group. The Little Parental Valuing Styles Scale was used to evaluate parent attitudes and behaviors before and after the treatment sessions. No significant differences between treatment and control groups were obtained on pre-tests. Parents who participated in Gestalt therapy were significantly less rejecting, over-protective, over-indulgent, and extrinsically valuing and significantly more intrinsically accepting of their children when pretest-posttest scores were evaluated. No similar changes were observed for control parents. The results upheld the finding that identification of children as problematic was symptomatic of families experiencing problems with finances, work, or support systems. (JAC)

# DOCUMENT RESUME

ED 229 670 CG 016 638

*Banks, Cristina G.*
Behavioral Indices of Raters' Cognitive Processing in Performance Appraisal.
SPONS. AGENCY- Texas Univ., Austin. Research Inst.
PUB DATE- Aug 82
GRANT- R-374
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; Behavior Rating Scales; *Cognitive Measurement; *Cognitive Processes; Decision Making; Evaluation Criteria; *Measurement Techniques; Performance Factors; Research Methodology; Test Reliability; Test Validity
IDENTIFIERS- Instantaneous Report of Judgments; *Performance Appraisal

One approach to increasing our understanding of the rating process is to examine behavioral components of decision-making. Although observable rater behavior during appraisal is still removed from the actual contents of internal processing, these behavioral indices may provide important clues toward identifying determinants of rating success. To measure rater behavior during appraisal a methodology called Instantaneous Report of Judgments (IRJ) was developed. Rating behaviors which are believed to reflect important dimensions of rating ability were examined: (1) amount of information utilized; (2) sensitivity to differences between ratees; (3) sensitivity to ratee strengths and weaknesses; and (4) observational style. Several studies were conducted using the IRJ. The first set consisted of basic descriptive studies of rater behavior during the rating process with the goal of identifying stable components of rating style. The second set involved construct validation of the IRJ procedure and rating data. Analyses of results from these studies showed that IRJ can provide reliable and valid data and that these behavioral indices shed some light on the underlying mechanisms of accuracy. (Author/WAS)

ED 229 671 CG 016 639

*Walker, Alexis J.; Thompson, Linda*
Two Generations of Mothers and Daughters: Role Status and Interdependence.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Attachment Behavior; *Daughters; Females; *Grandparents; Marital Status; *Mothers; *Parent Child Relationship; *Role Theory; Widowed

The mother/daughter relationship is probably one of the most enduring affectional bonds. Addressing the assumption that family members differ in their orientation to and dependence on other generations by virtue of their unique roles, three generations of women, 254 mother and daughter pairs, were studied for role convergence and the effect of role status on interdependence. The roles examined were marital status for the students, parenthood and work status for their mothers, and marriage/widowhood for the grandmothers. The components of interdependence in the mother/daughter relationship were aid (proximal and distal), contact (measured by frequency of visiting and telephoning), and attaching (dependence on a specific person for emotional support). Analyses of data showed that middle aged women related similarly to their mothers and daughters regardless of role status, and widows were no more dependent on children than married elderly women. Role status was significant for the youngest generation in that married daughters exhibited greater independence from their mothers than did single daughters. (WAS)

ED 229 672 CG 016 640

*Wright, David*
1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data.
**Iowa State Dept. of Public Instruction, Des Moines.**
PUB DATE- Feb 82

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Adolescents; Alcoholic Beverages; Children; *Drug Abuse; *Drug Use; High Schools; Intermediate Grades; Junior High Schools; Marihuana; *Parent Influence; *Peer Influence; School Surveys; *Student Attitudes; *Student Behavior; Tobacco; Youth
IDENTIFIERS- *Iowa

As part of a series of tri-annual studies of youths' substance use and abuse behaviors, attitudes, and knowledge, begun in 1975, this report provides normative and trend data for the 1981-82 study. The research issues which were the foci of this study are: present status and important trends of youths' substance use, attitudes, and knowledge; major influence on youths' decisions to use or not use substances; and implications for action based on the study's findings. The introduction and section two provide the background and procedures for the study, which followed the same sampling design and techniques used in the 1975 survey, i.e., a stratified random sampling of Iowa public school districts, representing urban, semi-urban, semi-rural, and rural populations, with a random minimum sample of 18 students from the 6th, 8th, 10th, and 12th grades in each of the schools. The research results are presented in five sections containing text and illustrative tables. Section three, Self-Reported Substance Use and Nonuse, provides data on alcohol, tobacco, marijuana, other drugs, and polysubstance use and nonuse. Section four, Influencers of Substance Use and Nonuse Behavior, presents data concerning the influence of family, schools and peers on youths' substance use and abuse decisions. Section five, Personal Variables, presents an overview of personal variables and their relation to alcohol, marijuana, and other drug behavior. Section six, Summary and Recommendations, lists and summarizes findings relevant to the four research issues, and includes specific recommendations for schools, families, and youth service agencies. (WAS)

ED 229 673 CG 016 641

*Levine, Elinor; Thompson, Donald*
Model Secondary School Counselor Education Program.
**Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.**
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - General (140)
DESCRIPTIONS- *College Curriculum; Competency Based Education; *Counselor Training; *Course Descriptions; Curriculum Development; Curriculum Guides; Demonstration Programs; Higher Education; *Masters Programs; Models; *School Counselors; Secondary Education

This document presents a model curriculum for secondary school counselor education programs at the Master's level. Brief descriptions of data collection methods and development of the model program are given. The framework of the program is outlined including the core required courses: Introduction to School Counseling, Counseling Theory and Practice, Career and Educational Planning, Methods and Materials, Tests and Measurements, Non-Standardized Techniques for Human Appraisal, Management Skills in School Counseling, and a practicum. Specialty concentration areas provided in the program include counseling, career/vocational education, management, and theory. Recommended supplementary courses are also listed, as are expected learning outcomes for professional skill areas. The body of the document contains complete descriptive modules for all required courses in the program. Each module contains a goal statement, a set of enabling objectives, a list of resources and activities, and methods for evaluation. (WAS)

ED 229 674 CG 016 644

*Truckenmiller, James L.*
Delinquency Level Classification Via the HEW Community Program Youth Impact Scales.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Classification; *Delinquency; Delinquency Prevention; Human Services; Interpersonal Relationship; *Predictive Validity; *Predictor Variables; Secondary Education; *Social Networks; Youth; Youth Problems; Youth Programs
IDENTIFIERS- *Impact Scales; National Strategy for Youth Development

The former HEW National Strategy for Youth Development (NSYD) model was created as a community-based planning and procedural tool to promote youth development and prevent delinquency. To assess the predictive power of NSYD Impact Scales in classifying youths into low, medium, and high delinquency levels, male and female students aged 10-19 years (N=1,561) completed self-report questionnaires. Analyses of Impact Scales data with subjects self-reported delinquency (SRD) data showed that 58.2% of the sample were correctly classified. The results strongly supported the predictive validity of the Impact Scales for correctly classifying the general population of youths sampled into low, medium, and high levels of delinquency. Results also indicated that the most potent predictors of delinquency level were social relationships rather than educational and occupational access variables. The data suggest a dilemma, since human service agencies have tended to pour resources into programs aimed at areas which appear unlikely to reverse the tide of crime and delinquency; yet broad programmatic intervention in human relationship variables most associated with delinquency (i.e., friendship and family networks) would be strenuously resisted on moral and civil grounds. (WAS)

ED 229 675 CG 016 645

*Prohaska, Thomas R.; McAuley, William J.*
Turning the Tables on Assistance: Elderly as Care Providers.
**Virginia Commonwealth Univ., Richmond.**
SPONS. AGENCY- Virginia State Dept. of Aging, Richmond.; Virginia State Dept. of Welfare, Richmond.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Daily Living Skills; Data Collection; Health Services; *Human Resources; Human Services; *Interpersonal Relationship; *Older Adults; Physical Health; Social Exchange Theory; Social Planning; *Social Support Groups; State Surveys

Past attention has focused on the role of the elderly as recipients rather than receivers of help. To examine the proportion and characteristics of older community residents involved in care-giving, data used were from the 1979 "Statewide Survey of Older Virginians," aged 60 and older (N=2,146). Of the 10 types of helping activities studied, 5 were viewed as social or interpersonal support activities, and 5 were more directly related to recipients' health or physical well-being. The results revealed that nearly half of the respondents provided one of the 10 types of assistance, and the most frequent types of help were in the social/interpersonal category, e.g., checking in, transportation, personal advice. More young-old (ages 60-74) than old-old adults reported helping others, and there was an association between fair to poor life satisfaction and the provision of physical health-related services. The findings suggest that the elderly are an important resource for many in-home services, with women, younger elderly, and those with good to excellent daily living skills being the major contributors of assistance. (WAS)

*Martinez, Daniel C.; And Others*

Review and Extension of the What-Is-Beautiful-Is-Good Hypothesis: Inclusion of Machiavellianism.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attribution Theory; College Students; Higher Education; *Interpersonal Attraction; *Labeling (of Persons); *Personality Traits; *Physical Characteristics; Social Attitudes; *Stereotypes
IDENTIFIERS- Machiavellianism

Although attractive people are often assumed to have many socially desirable characteristics, observers also attribute certain negative traits to them (i.e., more snobbish, more materialistic, more likely to be unfaithful). To examine whether unattractive people would be seen as more machiavellian (having more negative traits) and whether observers with low machiavellian scores (low machs) would rate attractive and unattractive photographs differently than high machs in terms of machiavellianism, psychology students (N=101) rated photographs of women aged 18-25 as well as a brief "biography" of the photo subject using two machiavellian scales. Analyses of results showed that unattractive people were not viewed as more machiavellian. However, high machs gave similar mach scores to the attractive and the unattractive photos, while the low machs discriminated more. Data indicated that negative stereotypes of attractive people are moderated by dispositional factors in the observers, i.e., sex, authoritarianism and machiavellianism. (WAS)

ED 229 677 CG 016 647

*Brown, James C.*
Mental Health Services in a School of Dentistry.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Anxiety; Clinical Experience; Consultation Programs; *Counseling Services; *Dental Schools; *Dental Students; Depression (Psychology); Fear; Higher Education; *Mental Health Programs; Program Descriptions; *Psychological Needs; Psychological Services; *Stress Variables
IDENTIFIERS- *University of Mississippi

This paper presents a rationale for and description of psychological services in the areas of consultation and education for university dental students at the University of Mississippi School of Dentistry. The paper notes several factors pointing to the need for such services: first, while dental professionals and students are disinclined to seek help from mental health professionals via formal mental health systems, the need for mental health services for dentists and dental students is extensive and documented; second, data indicate that dentistry is a stressful occupation with physical and psychological stressors present during training. The document lists such stressors as financial burden, difficult curriculum, and stressful atmosphere in the clinical training setting. Results of such stressors, including depression, anxiety, fear, and tension are noted. A program of mental health education and consultation for dental students is outlined which is informal in nature, multifaceted yet systematic. Examples of the informal program elements include informal notification of available services, arranging for private office space, and providing informal "coffee-cup counseling" on a drop-in basis. While the program described is geographically specific, generalities about problems, issues and concerns can be useful for others interested in this area. (WAS)

ED 229 678 CG 016 648

*Filsinger, Erik,; Wilson, Margaret R.*
Marital Adjustment: A Multivariate Look at Predictors.
PUB DATE- 15 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Behavior Standards; Christianity; *Family Characteristics; Life Satisfaction; Marriage; Multivariate Analysis; *Religious Factors; Social Theories; *Socioeconomic Influences; *Spouses; Values; *Well Being
IDENTIFIERS- *Marital Satisfaction

Since possible predictor variables of marital adjustment are too numerous for a complete analysis in any one study, determination of the relative importance of such predictors is needed for theory development. In order to examine the importance of socioeconomic rewards, family development characteristics, and religiosity as predictors of marital adjustment, volunteer marital dyads (N=208) from a cross section of Protestant churches completed measures of marital adjustment, family development issues, religiosity and demographic questionnaires. Multivariate analyses of the three variables showed that religiosity was the strongest and most consistent predictor of marital adjustment, predicting twice as much variance as did socioeconomic rewards or family development characteristics. For both husbands and wives number of children was negatively related to marital adjustment. The data suggest that religion facilitates the adaptation process necessary to marital adjustment, perhaps by providing a set of norms by which to live. (WAS)

ED 229 679 CG 016 649

*Janson, Philip; And Others*
Age, Ethnicity and the Factorial Invariance of Morale.
SPONS. AGENCY- National Science Foundation, Washington, D.C. RANN Program.
PUB DATE- Nov 82
GRANT- NSF-APR-21178
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; Anglo Americans; Blacks; *Ethnic Groups; Factor Analysis; *Factor Structure; Life Satisfaction; Mexican Americans; *Morale; Physical Health; *Racial Differences; Sexuality; *Well Being
A recent issue of importance in the vast literature on well-being and age concerns the factorial invariance of the construct across age groups. Current wisdom suggests that while differences in loadings exist among age groups, the construction of summary measures introduces little bias. To investigate age and ethnic variation in the meaning of morale, data on Blacks (N=413), Anglos (N=407) and Mexican Americans (N=449) were obtained from interviews which had been conducted with a larger sample of people living in Los Angeles County. Measures of three widely investigated causes of morale (self-assessed health, sex, and income) were included on the survey instrument. Evaluations of three latent structure causal models of morale were conducted. Each model was estimated separately for Blacks, Angelos and Mexican Americans and for those aged 45-54, 55-64 and 65-74 within each of those categories. Analyses of results revealed factorial variance in the meaning of well-being across ethnic groups. In addition to factor structure, differences were uncovered for the causal significance of health and sex. Self-assessed health became less important with advancing age, and sex had markedly different effects for different age groups. The findings indicate that cross-ethnic comparisons of well-being which assume factorial invariance are conceptually flawed. (WAS)

ED 229 680 CG 016 650

*Snodgrass, Sara E.*
Women's Intuition: The Effect of Subordinate Role upon Interpersonal Sensitivity.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 82
GRANT- BNS-80255522
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Higher Education; *Interaction; Interpersonal Relationship; Perception; *Perspective Taking; *Rapport; Role Theory; *Sex Differences; *Sex Role
IDENTIFIERS- *Intuition

Interpersonal sensitivity refers to the perception of the thoughts, feelings and reactions of another person with whom one is interacting. To examine the effects of sex and leader/subordinate role upon interpersonal sensitivity, female, male and mixed-sex dyads (N=72) were first observed in interaction and then asked to complete questionnaires. Data analyses showed that those in subordinate roles were more sensitive to the feelings of the other dyad member than those in leader roles. Subordinates were more sensitive to how the leader felt about them than to how the leaders felt about themselves and leaders were primarily sensitive to how the subordinates felt about themselves. While there was no main effect for sex, mixed-sex dyads were more sensitive than same-sex dyads, and females were more sensitive to males than to other females. The results suggest these interaction effects provide evidence that sensitivity is an interactive process, affected by the respective roles of the interactants. (WAS)

ED 229 681 CG 016 651

*Lamberts, Martha Bullock; Robin, Ellen Page*
The Third Quarter: The Influence of Family on Active Women 50-75.
PUB DATE- 15 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Development; Cohort Analysis; *Family Influence; *Females; *Life Satisfaction; *Life Style; *Middle Aged Adults; Mother Attitudes; *Older Adults; Oral History; Parent Child Relationship; Parent Influence; Self Actualization; Self Concept; Sexuality; Social Attitudes; Social Support Groups

Although it is now widely recognized that the middle years are a time of development and transition rather than of stasis followed by decline, existing literature tends to portray middle-aged women as generally unattractive, uninteresting, unintelligent and as dependent "labels" rather than persons in the process of growth. To gain a greater understanding of this population, women aged 50-75 (N=60) leading normal, active and successful lives (by community definition) completed a mailed, open-ended questionnaire developed through oral history techniques. Analyses of results showed: (1) women had self-perceptions highly congruent with social perceptions of them; (2) a significant number came from rural backgrounds and from families with strong mother figures; (3) there was a process of disengagement from family dependency toward friendship support groups; (4) unmarried women rated sexuality as more important than did married women; and (5) a surprising number rated activities above their children as more important contributors to satisfying lives. Differences between decade cohorts which occurred in this sample suggest further research to illuminate possible decade patterns which might be related to historical circumstances. (WAS)

ED 229 682 CG 016 652

*Croxton, Jack S.; And Others*
Sequential Information Presentation, Behavioral Expectations, and the Observer Bias.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attribution Theory; *Bias; College Students; *Evaluation Criteria; *Expectation; Group Membership; Higher Education; *Observation; Predictor Variables; Social Cognition

Typically, attributions of attitude are assessed after one instance of an actor's behavior. To determine what types of attributions observers make after the presentation of a sequence of behaviors, 135 college students were asked to make attributions about an actor's behavior after having been provided with category-based (group membership) and target-based (a prior behavior) information. The actor's behavioral freedom was left uncertain in order to determine whether observers would rely primarily on prior information or on the content of the behavior itself when making an attribution. Results showed that observers made a dispositional attribution even in those cases where possible constraints on the actor's behavior were indicated by the prior information. Only the confidence ratings and the perceived validity of the actor's arguments were affected. The results indicate that when perceivers are given a series of behaviors to interpret, each behavior is believed to be high in information value even when prior behaviors and background of the actor indicate otherwise. (JAC)

ED 229 683 CG 016 653

Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the American Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.

**Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.**

PUB DATE- 10 May 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Advertising; Consumer Education; *Consumer Protection; Federal Legislation; Government Role; Health Education; Hearings; *Prevention; Public Health; Role Models; *Smoking; *Tobacco
IDENTIFIERS- *Comprehensive Smoking Prevention Educ Act 1981; Congress 97th

This report of the second hearing on the Smoking Prevention Education Act focuses on advertising practices of the tobacco industry; the first hearing dealt with health related issues. The report includes testimony of three panels of witnesses who discussed the effectiveness of European programs in cigarette labeling and consumer education, the advertising of cigarettes in the United States, and compliance with the rotational warning scheme in the bill. Statements by Dr. Donald Harrison, president of the American Heart Association; Eric Rubin, counsel to the Outdoor Advertising Association of America; and David Minton, counsel to the Magazine Publishers Association, are presented. Also included are 26 additional articles, letters and statements from medical and advertising associations supporting and opposing the bill. (JAC)

ED 229 684 CG 016 654

# Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the Americna Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.

**Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.**

REPORT NO.- Senate-1929
PUB DATE- 16 Mar 82
LANGUAGE- English
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Cancer; *Consumer Protection; Federal Legislation; *Government Role; *Health Education; Hearings; Heart Disorders; Pregnancy; *Prevention; *Public Health; *Smoking; Tobacco
IDENTIFIERS- *Comprehensive Smoking Prevention Educ Act 1981; Congress 97th

These proceedings detail the first of two hearings on the Comprehensive Smoking Prevention Education Act of 1981. This report of the first hearing focuses on health related issues. The report presents testimony from representatives of the administration, from a panel of scientists, and from representatives of the American Cancer Society, American Heart Association, and American Lung Association dealing with the health consequences of smoking and with smoking as an addiction. Testimony from representatives of the Tobacco Institute opposing the legislation is also presented. The proceedings also include a technical review on cigarette smoking as an addiction and an additional 43 statements from health professionals and representatives of the tobacco industry in support of and opposition to the bill. (JAC)

ED 229 685 CG 016 656

*Knight, Susan E.; Thornton, Carla E.*
Teacher Workbook on Family Life Education.
**California Univ., San Francisco.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
GRANT- G-007601869
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Community Resources; Course Content; Course Objectives; *Curriculum Development; Evaluation Methods; *Family Life Education; High Schools; High School Students; Needs Assessment; *Parent Teacher Cooperation; *Physical Disabilities; *Sexuality; Workbooks

This workbook for teachers is intended as a guide for developing a curriculum in Family Life Education for physically disabled high school students, although information on specific disabilities and sex related issues is not included except in the bibliographies. Each group of materials is followed by questions teachers can ask themselves to determine the usefulness of the information to them. Topics include: (1) needs assessment; (2) approaching parents and administrators; (3) developing objectives; (4) course content; (5) community resources; (6) aspects of sexuality, birth control, pregnancy and social skills in relation to disability; (7) group process; and (8) suggestions for evaluating course effectiveness. The guide also includes a sample letter to parents, suggested activities, a sexual knowledge test for students, acceptable behaviors test, and resources test. Also included is a list of disability consumer organizations, independent living projects in California, and an extensive annotated bibliography of print, film and other media resources for teaching family life education to the physically disabled. (JAC)

# DOCUMENT RESUME

ED 229 686 CG 016 657

*Hays, Judith A.*
Aging and Family Resources: Availability and Proximity of Kin.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTIONS- Demography; Family Characteristics; *Family Involvement; Family Mobility; Gerontology; *Human Resources; Interpersonal Relationship; *Older Adults; Proximity; *Social Support Groups
IDENTIFIERS- *Kinship Role

Family resources are vital to older individuals. In order to establish base-line data on the availability and proximity of kin to persons aged 45 or older in a midwestern state, information was gathered for six months from the obituary section of the local newspaper. The sample includeed 1,413 individuals. Information included availabiltiy of kin, distance of child's or sibling's residence from that of the deceased, and proximity of kin. Data analyses indicated that the sample as a whole had both surviving children and siblings but that many of these lived outside the target area. Children of the deceased tended to live nearer than did their siblings. The results indicate that if direct services such as transportation, meals, and personal chores become necessary to enable older persons without kin living nearby to remain independent, these services will have to be provided by an agency other than the family. (AG)

ED 229 687 CG 016 658

*Wentowski, Gloria J.*

# Older People's Perceptions of Great-Grandparenthood.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Family (Sociological Unit); Family Environment; *Famil
Relationship; *Grandparents; Human Relations; *Interpersonal
Relationship; *Older Adults; *Role Perception
IDENTIFIERS- *Great Grandparents; *Kinship Role

As many as 40% of older people in the United States live long enough to become great-grandparents, yet little is known about the content of this role within the American kinship system. Great-grandparents (N=20) living in the South responded to a depth anthropological interview which explored their perceptions of great-grandparenthood as a kinship role as well as its social and emotional significance in their daily lives. Preliminary statements about the great-grandparent role resulted: grandparenthood provides the role model for great-grandparents; people relate to the small children in the same way they did their grandchildren, but the sense of obligation is much less binding; and great-grandparenthood is not a primary kinship role. It is important mainly for its emotional significance since most great-grandparents are not involved in the daily lives of their great-grandchildren. The results indicate that while older people value their descendants as evidence of family continuity, relationships with their own adult children are still of primary importance emotionally and socially. (Author/AG)

ED 229 688                                                    CG 016 659

*Younger, Robert; And Others*
Working with Chronically Dysfunctional Families.
PUB DATE- Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Counseling Techniques; *Family Counseling; *Family Problems; Helping Relationship; Mental Disorders; Program Descriptions; Psychotherapy; *Systems Approach
IDENTIFIERS- *Disfunctional Families

This paper reviews family therapy with chronically dysfunctional families including the development of family therapy and current trends which appear to give little guidance toward working with severely dysfunctional families. A theoretical stance based upon the systems approach to family functioning and pathology is presented which suggests: (1) seeing the family conjointly; (2) surrendering the belief that no change is possible; (3) taking risks; (4) developing creative interventions; (5) allowing families to maintain some symptoms; (6) working with resistance rather than against it; (7) engaging the strongest family members to initiate change; and (8) accepting as success whatever changes occur. These points are illustrated with anecdotal material drawn from both inpatients and outpatients in a major medical complex. (Author/AG)

ED 229 689 CG 016 660

*Tryon, Georgiana Shick*
Preliminary Results of a Survey of Full-Time Private Practitioners.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Clinical Psychology; Demography; Educational Background; Income; *Individual Characteristics; *Psychologists; Sex Differences; Surveys
IDENTIFIERS- *Private Practice (Professions)

Increasing numbers of psychologists are moving from academic to private practice settings. In order to obtain information from private practitioners on aspects of their practices including education, location, orientation, hours, referrals, fees, incomes, and additional jobs, questionnaires were sent to a national sample of 300 private practitioners. Responses were obtained from 155 individuals (107 men, 48 women). Preliminary analyses indicated that most practitioners held a Ph.D. degree, classified themselves as "eclectic," and were located in the East. Respondents reported spending a mean of 35 hours per week in private practice, with women reporting significantly fewer hours than men. Reported fees for individual, group, and family therapy showed a wide range. Females indicated a significantly lower income than males. More than a third of the respondents reported holding jobs in addition to private practice. These preliminary results document the growth of private practice among clinical psychologists. (AG)

ED 229 690 CG 016 661

*Mansbach, William; Heller, Kenneth*
Perceived Social Support, Social Interaction and Nutrition among the Elderly.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Females; Health Needs; Human Relations; Interpersonal Competence; Interpersonal Relationship; *Life Satisfaction; *Nutrition; *Older Adults; *Physical Health; Social Life; *Social Support Groups

Despite evidence that levels of social support can affect health, there has been little work isolating the factors which actually mediate the relationship between social support and health. In an attempt to analyze the role of nutrition as a mediating factor of health and social support among the elderly, female older adults (N=43) responded to an interview schedule and a social relationship questionnaire and participated in an assessment of nutritive intake. Data analyses indicated that none of the social support variables were related to nutrition variables. However, certain support variables such as having a confidante and spending time with that individual were related to health status and life satisfaction. These findings indicate the complexity of social support and imply that emotional support and problem solving are not necessarily associated with health and life satisfaction. (AG)

ED 229 691 CG 016 662

*Kernodle, Ruth L.*
Sharing the Past: Themes and Values from Early Life.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Beliefs; Life Satisfaction; Life Style; Local History; *Older Adults; Oral History; *Quality of Life; Racial Differences; Rural to Urban Migration; Rural Urban Differences; Sociocultural Patterns; *Values
IDENTIFIERS- *Reminiscence

In order to elicit personal stories of early life illustrating important themes and values that had shaped their lives, southern older adults (N=400) participated in a series of "in-gatherings" in groups of 20-30. Participants in each setting were relatively homogeneous socio-culturally but the locations were varied in race, class, and size of community. Each in-gathering consisted of four sessions centered around a central topic designed to elicit personal stories in a semi-structured format. Participants also made comparisons with contemporary society. A modified content analysis of the session tapes revealed that themes and values such as a hard early life, belief in the work ethic, and the importance of family, church, and community were common to all groups. An important difference among blacks and whites, however, was that hard work had resulted in upward mobility for most whites but not for blacks. This project provides more understanding of rural southerners who migrate to the city and of early experiences and values which contribute to their adjustment to urban life. (AG)

ED 229 692 CG 016 663

*Stewart, Donald E.; Harrison, Margaret*
Divorce in Australia. Working Paper No. 5.
**Institute of Family Studies, Melbourne (Australia).**

REPORT NO.- ISBN-0-642-88650-4
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Court Doctrine; *Court Role; Demography; *Divorce; Foreign Countries; *Legislation; Marital Instability; Parent Child Relationship; Remarriage; Social Change; Social Problems; Spouses; State of the Art Reviews
IDENTIFIERS- *Australia; *Child Custody

This working paper discusses the effects of recent legislative changes regarding divorce in Australia. The introduction describes the 1975 Family Law Act and gives a summary of its principles. The second section presents background information to the Act and lists the philosophical principles behind its formation. The third section describes changes in the divorce rate since 1975; statistical tables are provided. The fourth section discusses the current Family Court system, grounds for divorce, maintainance and property proceedings (including a list of factors which the court must consider for these proceedings), and child custody and access issues (including descriptions of the two major possible outcomes, i.e., parents are given joint custody, or one parent is awarded custody with access to the other parent reserved). The fifth section considers the effects of divorce on children, and the last section briefly reviews several issues related to divorce in Australia which are currently the subject of debate. A bibliography is included. (WAS)

ED 229 693 CG 016 664

*Edgar, Don; Headlam, Freya*

One-Parent Families and Educational Disadvantage. Working Paper No. 4.

**Institute of Family Studies, Melbourne (Australia).**

REPORT NO.- ISBN-0-642-88617-2
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Adolescents; Children; Elementary Secondary Education; Emotional Problems; Foreign Countries; *One Parent Family; *Parent Attitudes; Parent School Relationship; Parent Student Relationship; *Student Adjustment; Student Characteristics; Student Needs; Student School Relationship; Student Teacher Relationship; *Teacher Attitudes; Teachers
IDENTIFIERS- *Australia

This paper presents data and discussions based on two Australian studies of the possible educational problems suffered by children from one-parent homes. The first section describes anticipated problem areas for these children, i.e., financial burden, health problems, change in life style, and the emotional effects of disruption. Data from other countries are reviewed and demographic tables for Australia are given. The second section presents teachers' responses from the two studies, including illustrative quotes, concerning the one-parent child's educational performance, aspirations and emotional stability. The paper notes that while most teachers viewed one-parent children as the same as two-parent children in these areas, a significant minority saw them as worse. The third section describes more fully the differences that teachers perceived between these groups of children. The fourth section reports data on the one-parent family and single-parent views on such issues as child-school relationship, parent-child relationship, and labeling. The concluding section reports ongoing concerns highlighted by the two studies. A bibliography is included. (WAS)

ED 229 694 CG 016 665

*Gray, Denis*
A Competency Oriented Small Group Intervention: Older Worker Job Club.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 27 Aug 82
GRANT- AOA-90-AT-2020/01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Employment; Group Dynamics; *Group Experience; *Job Applicants; *Job Search Methods; *Older Adults; Peer Influence; Persistence; *Social Support Groups
IDENTIFIERS- *Job Club; Older Workers

Older job seekers are more likely than younger individuals to discontinue their search efforts because of the frustration inherent in job finding. Because of its ability to effectively increase job placement among other groups, due in part to the support and tangible assistance available in its small group format, a job club program was developed for older job seekers, with the intent of fostering effective and persistent job seeking. Persons requesting assistance (N=48) were randomly assigned to the job club or a control group; each job seeker was assessed four times at four week intervals. Data analyses showed that at the 12-week follow up 74% of job club participants were employed compared to 22% of the control group. The job club was significantly superior to the control condition on variables of income and hours worked. There appears to be strong support for concluding that the job club program's effects are influenced by the support and help generated within the small group of job seekers. (WAS)

ED 229 695 CG 016 666

*Knapp, Samuel*
Self-Control Desensitization and Test Anxiety.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Students; Counseling Techniques; *Desensitization; Higher Education; Literature Reviews; Relaxation Training; *Research Methodology; *Self Control; *Test Anxiety

This article reviews self-control desensitization research with test anxious college students. The first section presents a discussion of the development of self-control desensitization (SCD) as a modification of systematic desensitization (SD), and procedures which differentiate SCD from SD including treatment rationale, the nature of anxiety hierarchies, actual desensitization procedures and the use of relaxation for coping in vivo. The second section is a review of research outcomes in the areas of self-reported test anxiety, effects of SCD on grades, analogue test performance, and trait anxiety. The third section offers a brief comparative summary of research outcomes, noting that overall, SCD seems effective in reducing self-reported test anxiety and trait anxiety. The fourth section is an examination of methodological issues including subject recruitment, procedural modifications, and integrity of treatment (i.e., the degree to which treatment is carried out as intended). The final section offers suggestions for future SCD research strategies; e.g., parametric, constructive, or client and therapist variation. (WAS)

*Neale, Anne Victoria; Kahana, Eva F.*
The Effects of Social Participation on Morale among Widowed Women.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Activities; *Females; *Interpersonal Relationship; *Life Satisfaction; Morale; Older Adults; Planned Communities; Retirement; Social Adjustment; Social Isolation; *Social Life; *Well Being; *Widowed

Much of the literature on widowhood has focused on coping and adjustment following the death of a spouse; only recently have social/psychological relationships among the widowed become the subject of investigation. To examine the activity patterns and well-being of elderly widows living in a Florida retirement community, 48 widows were contrasted with 48 randomly selected married women. The two groups were matched on demographic variables and perceived health in order to control confounding effects in interpreting the marital status/well-being relationship. Widows had lower life satisfaction and a lower activity level than married women. As the sample was drawn from a predominately married population, the lower activity of widows may have been either self-imposed or the result of rejection by others, as a social exclusion hypothesis would suggest. Overall analyses found a significant positive correlation of engagement varibles with life satisfaction. However, activity level was more highly related to morale among the widowed (whose activity level was lower than that of married women). The results emphasize the importance of social involvement for the psychological well-being of the widowed. (Author/WAS)

ED 229 697 CG 016 668

Gibson, Elaine

In Futile Pursuit: Rejecting Mothers and Their Approval-Seeking Daughters.

PUB DATE- 20 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Counseling; Case Studies; Counselor Client Relationship; *Daughters; *Emotional Response; Family Relationship; Family Structure; Individual Counseling; Middle Aged Adults; *Mothers; Nursing Homes; Older Adults; *Parent Child Relationship; Position Papers; Psychological Patterns; *Rejection (Psychology)
IDENTIFIERS- *Approval Needs

A pathological phenomenon repeatedly observed in some families is the most desperate efforts toward the most unpleasable parents made by the most rejected middle-aged children. Counselors working with these families find the daughters compulsively seeking the affection and approval their mothers have historically withheld. The aged and even senile mothers maintain the abandoning behavior pattern while the daughters fruitlessly pursue their appreciation and validation. While the daughters' self-esteem suffers the blows of repeated insult, they resist relinquishing their one-down position as though it were an addiction. Case studies show that the only way of stopping this destructive game is through individual therapy and major change in the daughters' attitude and behavior. It is necessary that the daughters recognize the futility of their efforts, experience the loss of nurturing they never had, grieve as needed, and accept reality. They can be helped to face their terror of being in limbo alone and to free themselves from old injunctions if they are sufficiently motivated to achieve the pay-offs of autonomy with its risks and unknowns. In effect, the daughter and her therapist join in reparenting and setting her free from the strands of doubt and hope and helplessness that bind her. (Author/WAS)

ED 229 698 CG 016 669

*Belk, Sharyn S.; And Others*
Avoidance Strategies in Intimate Relationships.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; College Students; Conflict Resolution; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; *Personality Traits; Responses; *Sex Role; *Social Behavior
IDENTIFIERS- *Avoidance Behavior; Intimacy

Avoidance strategies involve the tactics and techniques people use when they don't wish to be influenced by others. To investigate the types of avoidance strategies men and women use to deal with an unwelcome persuasion attempt from an intimate partner, undergraduates wrote essays describing how they avoided such attempts. A 24-strategy coding scheme was developed and used to generate the conceptualization of the avoidance strategies. Undergraduates from a second sample completed a 24-item inventory based on the results of the first study, as well as several measures of personality and intimate relationships. Multidimensional scaling analysis showed that strategies varied along two metadimensions: bilaterality/unilaterality, ranging from compromise and objective discussion to withdrawal and ignoring the partner; and compliance/noncompliance, ranging from compliance and divergent compliance to direct or hostile refusal. These avoidance dimensions were correlated with several measures of personality, gender roles and interpersonal dynamics. While the analyses showed a wide range of significant correlations, masculine instrumentality was the variable that was found to be most consistently related to use of avoidance strategies. The findings indicate that use of avoidance strategies in intimate relationships is associated with personality and role variables as well as features of intimate relations themselves. (WAS)

ED 229 699 CG 016 670

*McPhee, Jeffrey T.*

Ambiguity and Role Transition in the Post-Divorce Family: A Symbolic Interactional Approach to Role Adjustment.

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Ambiguity; Counselors; *Divorce; *Emotional Adjustment; Family Counseling; Individual Development; Interaction; Literature Reviews; Models; *Role Theory; *Stress Variables

This document presents a divorce adjustment model which attempts to account for the wide range of factors influencing an individual's progress in the post-divorce adjustment process. Following a brief overview of related research, components of the divorce adjustment model are defined and propositions related to these components are discussed. Each of the next nine sections presents various aspects of the model including perceived amount of normative changes, role strain, role compatibility, level of life stress, clarity of role expectations, the new role and goal attainment, role overloud, ambiguity of familial boundaries, and work and leisure influences. Related propositions and charts illustrating the function of each of the model's variables are presented along with a brief summary and statement of applications. A reference list is included. (WAS)

ED 229 700 CG 016 671

*Sinnott, Jan D.*
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyday Logical Problems?
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adults; *Cognitive Development; Cognitive Measurement; *Cognitive Processes; *Cognitive Style; Interpersonal Relationship; *Logical Thinking; Maturity (Individuals); *Problem Solving; Social Cognition; State of the Art Reviews
IDENTIFIERS- Piagetian Theory

A new concept, relativistic operations, seems to provide a link between Piagetian theory, information processing theory, logical thought in the new physics, and the nature of adults' problem solving in everyday social situations. Relativistic operations are logical, cognitive operations which can be used as a system to relate, order, and select as more useful one of the many mutually contradictory but "true" formal operational systems. In terms of Piagetian theory they are a post-formal level of thought processing; in information processing terms these operations mainly determine what is included or excluded in "problem-space" by the problem solver. Relativistic operations make possible the analysis of such complex relations as interpersonal relations. To test the assumption that these operations are present in the thinking of mature adults, male and female volunteers (N=79) aged 26-89 responded to written stimulus problems which demanded combinatorial reasoning with 2 or 3 variables. Responses were scored for the presence or absence of real-life formal operations as well as the presence or absence of relativistic operations. The results supported the assumption that relativistic operations seem to be used by many mature adults in logical problem solving. (WAS)

ED 229 701 CG 016 672

*O'Farrell, Timothy J.*
Marital and Family Therapy for Alcohol Problems.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Alcoholism; *Behavior Modification; Communication Skills; *Counseling Techniques; *Drinking; *Family Counseling; Feedback; Interaction; Interpersonal Relationship; *Marriage Counseling; Skill Development; Spouses

Following a brief review of literature on marital and family treatment for alcohol problems, this paper describes two types of marital therapy frequently used with alcoholics and presents a brief overview of results from a study in progress comparing the two modalities. Behavioral marital therapy uses communication skills training, contracting, and weekly homework assignments to help couples change specific behaviors in the clinic and at home. Interactional communications-oriented therapy provides feedback on current negative interaction patterns and suggests changes in couple behavior but does not use extensive behavioral rehearsal or specific homework assignments. Couples (N=36), in which the husband had recently begun individual outpatient alcoholism counseling, were randomly assigned to a no-marital-treatment control group or to 10 weekly sessions of either a behavioral or an interactional couples group. Behaviorally treated couples improved more than the other couples on all the marital adjustment measures analyzed and more than the interactional (but not more than control) couples on drinking. In the year after treatment the behavioral group was still superior to the controls on marital adjustment but not to the interactional group and did not do appreciably better than the other two conditions on drinking adjustment. (WAS)

ED 229 702 CG 016 673

*Cahill, Janet*
Economics, Work, and Mental Health: Implications for Primary Prevention.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Cycles; Coping; Counseling Techniques; *Economics; Employment Patterns; Literature Reviews; *Mental Health; *Physical Health; *Prevention; Psychologists; Social Systems; Socioeconomic Status; State of the Art Reviews; *Stress Variables

Recent research on the impact of economics on mental and physical health has raised fundamental questions about structural elements in the macro-economy and their role in creating stress. This paper reviews and integrates these sometimes conflicting findings into a cohesive model. Structural elements of our current economic system are identified as possible major stressors: (1) instability in the business cycle; (2) unemployment; (3) inequality in income distribution; and (4) fragmentation of the work process. Research is reviewed linking the economic cycle with suicide and increased psychological symptoms as well as physical illness. Intervention on the institutional level is suggested since these macro-economic elements appear to be more powerful than the individual coping mechanisms of some demographic subgroups. The implications of these findings for primary prevention are discussed. (Author/JAC)

# DOCUMENT RESUME

ED 229 703 CG 016 674

*McGee, Mark G.*
Cognitive Sex Differences and Their Practical Implications.

SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- Aug 82
GRANT- 1-F32-MH-08680-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Ability; Developmental Disabilities; Family (Sociological Unit); Family Characteristics; *Lateral Dominance; Reading Failure; Scores; *Sex Differences; *Spatial Ability; *Verba Ability

There is a growing awareness among researchers that the magnitude of cognitive sex differences is affected by a number of subject variables. To examine spatial and verbal cognitive sex differences as a function of personal and family handedness, the 478 offspring who participated in the Minnesota family study and 454 offspring who participated in the Texas family study were tested. Results from these studies are contrasted with those presented by Hyde (1981) in her reanalysis of studies reviewed by Maccoby and Jacklin (1974). In aggregate, the results from the studies reviewed, which range in number of subjects studied from 44 to 45,222, show that the approximate magnitude of sex difference in spatial abilities is a .50 standard deviation (SD); the approximate magnitude of sex difference in verbal abilities is .25 SD. Cognitive sex differences explain only a small proportion of the total variation among individuals; however, small mean sex differences are shown to generate large differences in the proportion of males to females at the tails of the distributions for spatial and verbal cognitive abilities. These results have practical implications for career counseling and the study of developmental reading disabilities. (Author/JAC)

ED 229 704 CG 016 675

*Hohenshil, Thomas H., Ed.; And Others*

Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982).

SPONS. AGENCY- Virginia Polytechnic Inst. and State Univ., Blacksburg.

PUB DATE- May 82

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Career Counseling; Conferences; Counseling Techniques; Counselor Role; Evaluation Methods; *Learning Disabilities; *Mental Retardation; *Physical Disabilities; *Psychological Services; School Psychologists; Secondary Education; *Secondary School Students; *Vocational Evaluation; Vocational Interests

These conference proceedings deal with vocational assessment procedures which school psychologists can use with handicapped secondary school students, and the role that psychologists can play in this process. The keynote address proposes six basic premises for secondary school psychological services and describes basic vocational assessment models and goals. Special reports follow, describing vocational evaluation procedures for use with students experiencing a wide variety of handicapping conditions, including mental retardation, learning disabilities, emotional disturbances, hearing and vision impairments, and orthopedic impairments. Vocational assessment for handicapped black students is also discussed. Other topics include prevocational assessment for elementary, middle, and junior high school students, school psychology in community colleges, the United States Employment Service's aptitude testing batteries and handicapped students, vocational interest assessment procedures, measurement of adaptive behavior and social competence skills, and integrating vocational assessment data into school psychological evaluations. The proceedings also contain the text of an address by Dr. John Guidubaldi, President, National Association of School Psychologists, entitled "Advice for an Evolving Specialty in a Changing Society." The appendices discuss roles for school psychology in vocational education programs for handicapped students and contain the conference program, an annotated bibliography on vocational assessment for handicapped persons, and selected references on vocational/secondary school psychology. (JAC)

ED 229 705 CG 016 676

*Osgood, Nancy J.*
Social Integration in Planned Retirement Communities.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 22 Nov 82
GRANT- NIMH-278-77-0050
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adjustment (to Environment); *Aging (Individuals); Gerontology; Life Style; Literature Reviews; *Older Adults; *Peer Relationship; *Planned Communities; *Retirement; Role Theory; *Social Integration; Social Support Groups; Social Values
Rosow's social integration theory of aging suggests that the elderly are integrated into society through social values, formal and informal group membership, and social roles. To examine the nature and extent of social integration, three age-segregated communitites, a Florida mobile home community, a Florida condominium community, and a community of detached units in Arizona, were examined. In-depth interviews with residents and staff, participant observation, and document collection, revealed that each community was tightly integrated, with members in constant contact. Residents identified strongly with their communities in a psychological sense, sharing similar values of health, sociability and leisure rather than success or material possessions. Although the three communities varied in location, size and resident composition, age formed the basis of integration. Living among age peers reinforced a common set of values and interests shared by those in the same stage of the life cycle. (JAC)

ED 229 706 CG 016 677

*Iler, Patrick A.*
Graying of the National Budget: The Impact of an Aging Population.
PUB DATE- 22 Nov 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aging (Individuals); Data Collection; Demography; Health Insurance; *Older Adults; *Population Growth; *Population Trends; *Program Costs; *Retirement Benefits; Trend Analysis; *Veterans
IDENTIFIERS- *Federal Budget; Medicaid; Medicare; Social Security Benefits; Veterans Administration

The interaction of an aging population and the national budget can best be seen through programs for older people. The key to understanding this interaction lies in linking budget and program costs with demographics, and in observing data over time. Data from three federal budget programs, Social Security's Old-Age and Survivors Insurance and Disability Insurance (OASDI), Medicare and Medicaid, and veteran's compensation, pension, and medical care were analyzed along with demographic data on the elderly in the United States. Results suggested that OASDI payments will increase from $124 billion in 1980 to $1,383 billion in 2020. An increase in the number of beneficiaries will account for 12% of the increase. The annual increase in national health care programs from 1965-1980 was related to price inflation; population growth accounted for 7-8 percent of the increase. Inflation accounted for 60% of increased veteran's medical care costs, while population growth accounted for 22% of the increase. Increased benefits contributed 17% to rising veteran's program costs. (Appendix I contains a discussion of the methodology used in compiling this report as well as details of the projections and statistical analyses. Appendix II contains 14 charts of the demographics used in this study.) (AG)

ED 229 707 CG 016 678

*Little, Marilyn J.*
Financial Dislocations among Divorcing Families.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Divorce; *Family Financial Resources; *Family Income; *Financial Problems; *Heads of Households; *One Parent Family; Sex Discrimination; Socioeconomic Status

Extensive economic changes may be brought about by divorce. In an attempt to demonstrate that the degree of financial dislocation following divorce depends on three factors--custody arrangements, wife's employment, and social class--data on men's and women's employment, income, and support payments were gathered for 222 divorcing families. Total income and per capita income were calculated for each household. Data analyses indicated that men and women did not experience similar financial dislocations from divorce. Even when men retained custody of their children, they and their children were affected less severly than women with custody. Men who did not retain custody may have had less monthly income, but their income relative to their needs increased. The only women who appeared to gain slightly through divorce were women on the lowest end of the income scale, who were unemployed during marriage but employed after divorce. The findings suggest that even though the sex-wage disparity has become somewhat of a truism during the past decade, this knowledge has not changed the actual situation--in fact, there is some evidence that the sex-wage differential is increasing, a situation that will contribute to one fourth of the children in the United States experiencing serious financial difficulties when their parents divorce. (AG)

ED 229 708 CG 016 679

*Henry, Carolyn S.; And Others*
Parental Power and Behaviors as Antecedents of Adolescent Conformity.
**Tennessee Univ., Knoxville.**
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Oct 82
GRANT- NIMH-24754-SP
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adolescents; *Conformity; Family Environment; Family Influence; Family Relationship; Parent Attitudes; *Parent Child Relationship; *Parent Influence; Parent Participation; Secondary Education; Sex Differences

Several authorities have observed that a moderate degree of conformity by the young may be necessary for a society to function effectively. In order to examine the relationship between adolescents' perceptions of parental power and behavior and adolescent conformity, adolescents (N=368) in 184 families completed questionnaires concerning aspects of parental behavior

(companionship, affection, love withdrawal, induction, coercion) and parental power (expert power, legitimate power, reward power, coercive power). Data analyses indicated gender differences in adolescent conformity related to parental power. Sons responded with greater conformity to parents seen as having coercive power. Daughters tended to respond to parents perceived as having legitimate and expert power. The results also showed gender differences in adolescent conformity in relation to parental behavior. Physical affection was positively related to conformity, mainly in father-daughter and mother-son relationships. Induction (parental behavior intended to elicit voluntary compliance through reasoning) seemed to be most effective in father-son and mother-daughter relationships. (AG)

ED 229 709 CG 016 681

*Rozema, Hazel J.*
Sex Education and Semantic Pitfalls.
PUB DATE- 12 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Child Rearing; *Communication Problems; Intermediate Grades; *Interpersonal Communication; Literature Reviews; *Parent Child Relationship; Parent Role; Parents; *Preadolescents; *Sex Education; Verbal Communication

Although the sexual climate in the United States appears to have changed, there is substantial documentation which indicates that parents are reluctant to talk with their children about sexual matters. This review of the literature indicates that now, as 30 years ago, the primary source of sexual information among preadolescents is peers. Studies from 1943-1979 are cited, including the work of Kinsey, Thornburg, and Pomeroy. Among the 22 citations are books, journal articles, and pamphlets. The review is organized around four major topics: (1) Peers Not Parents Serve as Sex Educators; (2) Lack of Communication is Disastrous; (3) Barriers to Sex Talks Between Parents and Children; and (4) Miscommunication When Parents Attempt to be Sex Educators. (AG)

ED 229 710 CG 016 682

*Field, Dorothy*
Stability of Personality Characteristics throughout Adulthood.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Correlation; Interviews; *Longitudinal Studies; *Middle Aged Adults; *Older Adults; *Personality Change; *Research Methodology; *Young Adults
IDENTIFIERS- *Stability (Personal)

Although it is commonly considered that personality characteristics are stable over long periods of time, some recent theorists have questioned this view. In order to examine a number of personality, social, and family oriented characteristics, 44 women were interviewed three times (at young adulthood, middle age and young old age) over a 40 year time span. In a small and partial replication 28 men were interviewed on two occasions. Psychologists also rated subjects on a number of personal characteristics e.g., health, energy, worrisomeness, brutality, and cognitive problems, several times during the course of the study. Data analyses indicated that stability of child and family oriented dimensions of personal/social characteristics (marital adjustment, family emotional tone, child resented/favored) was high over all time comparisons. Marital adjustment was consistent for the women but not for the men. Consistency in discipline and in the emotional tone of the family showed the highest across-time associations; the child-resented dimension, however, showed a strong negative correlation. Stability was also evident in the personal dimensions. Young adult-middle age correlations were strong for energy as they were for health, nervous stability, and brutality. These correlations for the 15, 23, and 40 year intervals indicate evidence for the stability of the personal/social dimensions of personality over adulthood. (AG)

ED 229 711 CG 016 683

*Rocklin, Thomas*

Risk Preference and Diagnosticity.

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Achievement Need; *Cognitive Style; College Students; Decision Making; *Difficulty Level; Failure; Feedback; Higher Education; Problem Solving; *Risk; Success

Researchers have suggested two models of risk preference to account for subjects' preference for tasks of moderate difficulty. The affective model proposes that pride of success and shame of failure are responsible for the observed preference. The cognitive model suggests preference for tasks of moderate difficulty because they are the most diagnostic of the subject's ability. In an experiment providing both trial success and failure feedback, undergraduate students (N=60) completed math problems on an Apple computer, a measure of achievement motivation, and a post-experimental questionnaire asking if subjects believed they had been deceived and if so, how. Data analyses indicated that subjects preferred moderately difficult tasks without preferring more diagnositc tasks. These results failed to replicate earlier research which indicated that diagnosticity influences choice of task. A dynamic theory of achievement motivation was supported. (Author/AG)

ED 229 712 CG 016 684

*Rogers, Sharon; Luepnitz, Roy*
Psychology of Aging in America: A Historical Account of Theoretical Developments.
PUB DATE- 15 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Adult Development; *Aging (Individuals); Gerontology; History; *Learning Theories; Older Adults; *Psychology; Theories
IDENTIFIERS- *Theory Development

This document traces theoretical developments in the psychology of aging during the last 50 years. The concept of theory is discussed as well as the bringing together of theories to form a model. After summarizing the early beginnings of American interest in aging, the work of major theoreticians is explored including Hall (senescence), Thorndike (learning theory), Miles (testing), Terman (testing), and Cowdry (modern gerontology). The founding of relevant organizations is also described, including the gerontology unit within the National Institute of Health; the Gerontological Society of America; and Division 20 of the American Psychological Association, formerly entitled Maturity and Old Age, and now known as Adult Development and Aging. (AG)

ED 229 713 CG 016 685

*Sacks, Joanne; And Others*

A Study of the Interaction between Anxiety and Attention.

PUB DATE- 27 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention Control; College Students; Higher Education; Listening; *Response Style (Tests); *Stress Variables; *Test Anxiety; Well Being
IDENTIFIERS- Sarason Test Anxiety Scale; Selective Attention Test (Wahl); Worry Emotionality Scale (Liebert and Morris)

Current test anxiety theory suggests that achievement differences between high and low anxious students are due to differences in attention. In an attempt to investigate the interaction between various components of test anxiety, stress, and tasks measuring attentional flexibility, undergraduate students (N=45) completed Sarason's Test Anxiety Scale and the Worry-Emotionality Scale (Liebert and Morris). Each subject was assigned to a high stress condition or a control condition, both of which involved listening tasks. Data analyses indicated that there was no significant interaction between test anxiety and stress. However, a main effect for worry was detected, suggesting that this cognitive component of test anxiety negatively affects the attentional processing of anxious students. The results suggest that future research attempt to incorporate performance tasks that require differing levels of cognitive processing. (AG)

ED 229 714 CG 016 686

*Ward, Russell A.; And Others*
The Relative Importance of Social Ties.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Nov 82
GRANT- NIMH-R01-MH-32999
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; Demography; Family Relationship; Friendship; Gerontology; *Interpersonal Relationship; *Older Adults; Parent Child Relationship; Physical Health; *Social Networks; *Social Support Groups; *Well Being

Evidence concerning the contributions of social networks to the subjective well-being of older persons is inconsistent, reflecting the conceptual complexity of social networks and supports. In order to investigate the relative importance of different types of social ties and supports, the distinction between objective and subjective dimensions of social support, and sub-group variations in the implications of social support, older adults (N=1,185) participated in interviews which elicited information about social ties and supports as well as information regarding physical capacity. In addition, demographic data were gathered for all subjects. Data analyses indicated that respondents generally had access to extensive social ties and supports, preferring children more for instrumental support than for expressive support. Neighbors substituted as instrumental helpers while other kin served as confidants. Subjective network assessments had more substantial associations with well-being. Objective network characteristics showed weak associations with measures of well-being, with friends making the greatest contribution. However, there was considerable sub-group variation in the contributions of network characteristics to well-being. Proximate social ties were particularly valuable for the vulnerable elderly. These results suggest that the accessibility of social supports is an important dimension of "person/environment congruence." (Author/AG)

ED 229 715 CG 016 687

*Berkman, Sherry L.; Houser, Betsy Bosak*

Filial Crisis among the Adult Children of the Elderly.
PUB DATE- 15 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Aging (Individuals); Family Relationship; Females; Gerontology; High Risk Persons; Individual Needs; *Negative Attitudes; Older Adults; *Parent Child Relationship; Parents; Resentment; Widowed
IDENTIFIERS- *Adult Children; Caregivers; *Filial Crisis

The likelihood of caring for an aging parent has become a reality for many middle-aged Americans. To test the hypothesis that characteristics of both parent and child may result in a strained relationship, male and female children (N=540) of elderly Anglo widows (at least 70 years of age) participated in interviews and completed questionnaires which focused on four areas: (1) filal crisis (defined as increased guilt and intergenerational tension along with decreased intrafamilial affection and intimacy); (2) mother's background; (3) child's background; and (4) filial behaviors. Data analyses indicated that filial crisis was primarily a function of the quality of parent-child contact. Deficiencies in a parent's emotional and physical health as well as the impact of caretaking upon the child's life were also found to have a significant influence. In addition, filial crisis was unrelated to characteristics of the child (i.e., sex, birth order, employment or financial status) or to the amount or frequency of caretaking. These findings are valuable in identifying both populations at risk and ways of improving disturbed parent/adult-child relationships. (AG)

ED 229 716 CG 016 688

*Atkinson, Maxine P.; Boles, Jacqueline*
WASPs (Wives As Senior Partners).
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Coping; *Dual Career Family; *Employed Women; *Family Income; *Family Structure; Nontraditional Occupations; Spouses
IDENTIFIERS- *Role Reversal

For the past decade dual-earner marriages in which wives are junior partners have been a major topic in marriage and family literature. In marriages which consider wives as senior partners (WASPs), however, the wife's career is emphasized. In an effort to study the rewards and costs of WASP marriages and to discover the structural conditions under which this pattern exists, male and female married individuals (N=46) participated in interviews to collect data about age, length of marriage, previous marriages, parental status, income, occupation, and work history. Subjects also responded to open-ended questions regarding reactions from others to their marriage, strategies they used to deal with questions or reactions, and their own reactions to the marriage structure. Results indicated that social stress, the husband's feeling of being deprived of wifely services, and the wife's burden as breadwinner were disadvantages of a WASP marriage. However, the wife's achievement and self-esteem and the husband's lack of responsibility and freedom to pursue other interests were overriding advantages. Structural conditions positively affecting the success of WASP marriages were the flexibility of the husband's job, the wife's nontraditional occupation, and an absence of children. (AG)

ED 229 717 CG 016 689

*Franzoi, Stephen L.*
Studying Self-Awareness Using Experiential Time Sampling Methodology.
**Indiana Univ., Bloomington.**
SPONS. AGENCY- California Univ., Davis.; Public Health Service (DHHS), Rockville, Md.
PUB DATE- Aug 82
GRANT- PHS-T32-MH-14588-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Affective Behavior; College Students; Higher Education; Research Design; *Research Methodology; *Self Concept; *Self Evaluation (Individuals); Social Cognition
IDENTIFIERS- *Self Awareness; *Time Sampling

Self-awareness theory has generated considerable research, virtually all of which has been either survey studies or experiments in carefully controlled environments. In an attempt to study the relationship of self-awareness to affect by utilizing an experiential time sampling method, two studies were conducted. In the first, undergraduate volunteers (N=40) reported their feelings and activities during the 10-minutes preceding a buzz triggered by a randomly set timer. Data analyses focused on high and low private self-conscious subjects. In the second study undergraduate volunteers (N=23) completed a similar report of feelings following the same stimulus. Data analyses focused on states of private and public self-awareness. The results of both studies indicated that engaging in private self-awareness was not associated with negative affect. The only condition under which private self-awareness was related to affect occurred when the presence or absence of others was a factor. The results indicate that the time sampling method, as an alternative to experimental designs, can be an effective method of obtaining data from respondents providing that care is taken in the research design. (AG)

ED 229 718 CG 016 690

*Ekstrom, Ruth B.*
Measuring Adult Women's Job Relevant Life Experience Learning.
**Educational Testing Service, Princeton, N.J.**
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 24 Aug 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adults; Career Choice; *Employment Potential; *Females; Job Placement; *Job Skills; Labor Force; *Reentry Workers; *Skill Analysis; Test Construction; Volunteers

An increase in the number of adult women in the paid work force, many of whom are returning to work after a period as homemaker and parent, appears to be one of the major social changes of the past decade. As part of the Project HAVE Skills program, which was designed to develop career counseling materials for reentry women, questionnaires designed around 524 skills (e.g., communications, consumer economics, and emergency and crisis intervention) were developed to aid in identifying job-relevant skills which reentry women might have acquired during their absence from the paid labor force. Adult women homemakers (N=122) responded to the first questionnaire by indicating the extent of their experience with each skill. Personnel specialists (N=56) responded to the second questionnaire by indicating the degree of job-relevance for each skill. Data analyses revealed a low correlation between the extent of women's experience and the personnel specialists' perception of job relevance. The data suggest several possible explanations for this low correlation: (1) the unpaid work on which women spend the most time has little relevance for paid work; (2) stereotypes may have affected the personnel specialists' ratings; and (3) beliefs about the appropriateness of various kinds of work for women may have affected the ratings. The information obtained from the two questionnaires was used to develop a survey instrument for personnel administrators or counselors screening women interested in returning to paid work after a period of time away from the labor force. Tables of the 12 areas of women's unpaid work experiences with moderate or high job-relevance, and a summary of the factor structure of job relevance ratings in 6 unpaid work areas are appended. Also included are the Have Skills Chart, the research edition of the Have Skills Assessment Survey, and the Have Skills Assessment Survey Key. (AG)

# DOCUMENT RESUME

CS

ED 229 719 CS 007 058

*Hatch, J. Amos; Bondy, Elizabeth*
Materials Centered Reading Instruction: A Naturalistic Study of a Summer School Reading Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basal Reading; Case Studies; Classroom Communication; Classroom Observation Techniques; Classroom Research; Primary Education; *Reading Instruction; *Reading Materials; Reading Programs; *Reading Research; Reading Skills; Skill Development; Student Teacher Relationship; Summer Programs; *Teacher Behavior; *Teacher Role; Teaching Styles

Two combined second and third grade classrooms were observed throughout the five weeks of a summer school program to determine what "reading instruction" was in the contextual reality of classroom life. Observers viewed approximately 20 hours of reading instruction per week. In addition, they interviewed the classroom teachers informally as the study unfolded and formally at the conclusion of the observation period. Other data analyzed included classroom maps, samples of instructional materials, lesson plans, student work, and informal interviews with principals and other teachers. The findings revealed that reading instruction in the summer school classrooms was materials centered, and that implementing the reading series provided was the driving force behind instructional activity in both classrooms. Instruction was skill-based, product-oriented, reactive, and disconnected. Reading lessons and the instructional behavior of teachers were profoundly influenced by the basal materials. Teaching behaviors that dominated instructional assistance, direct instruction, and attempts to do

more than assign practice activities and check them were conspicuous in their absence. (FL)

ED 229 720 CS 007 065

*Crismore, Avon*
Metadiscourse: What It is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Content Analysis; *Discourse Analysis; Elementary Secondary Education; Higher Education; Reading Research; *Social Sciences; *Textbook Content; *Textbook Research; Textbooks
IDENTIFIERS- *Metadiscourse

Metadiscourse can be classified into two types: informational and attitudinal. Informational metadiscourse directs readers to an understanding of the primary message by referring to its content and structure or to the author's purposes or goals. Attitudinal metadiscourse directs readers to an understanding of the author's perspective toward the content or structure of the primary discourse. A study of the metadiscourse in nine school social science texts and nine nonschool social science texts was made to examine differences (1) in the amount and types of metadiscourse used by social science writers in materials used for school and nonschool purposes, (2) in the amount and types of metadiscourse used in social science textbooks across grade levels, (3) among publishers of social science textbooks on the same grade level, and (4) in the amount and types of metadiscourse used by nontextbook social science writers who write for different audiences. All levels of school were represented with the textbooks--early elementary, middle school, junior high, high school, and college. Results showed that nontextbooks used more informational metadiscourse than did textbooks, but the differences were not large. However, nontextbooks used almost twice as much attitudinal metadiscourse as did textbooks. (Examples of metadiscourse from the textbooks and teachers' manuals are critiqued.) (HOD)

ED 229 721                                    CS 007 077

*Decker, Sadie N.*
Spatial Ability in Relatives of Reading-Disabled Children.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Dyslexia; Elementary Secondary Education; Females; *Heredity; Males; *Reading Research; *Sex Differences; *Spatial Ability

A Study was conducted to test the hypothesis proposed by J. S. Symmes and J. L. Rapoport that a sex-linked recessive gene might account for the good spatial ability found among dyslexic readers, the familial pattern of the disorder, and the frequently reported sex ratio of three affected males to one female. Spatial/reasoning ability scores were obtained from 125 dyslexic children, their biological parents, their siblings, and 125 matched control families. The results indicated that although males tended to perform better than females on tasks requiring spatial/reasoning ability, there was no reason to believe that ascertainment bias favoring dyslexic males with superior spatial ability could account for the 3:1 sex ratio. Tests for sex linkage also failed to confirm the Symmes-Rapoport hypothesis. With regard to familial patterns of spatial ability, spatial/reasoning scores obtained from biological siblings and parents of the dyslexic children confirmed a familial pattern of competence but not of superiority when compared to the respective members of the control families. Thus, a familial pattern of reading deficits did not appear to be etiologically related to spatial/reasoning ability. (FL)

ED 229 722 CS 007 084

*Otto, Beverly*
Tracking Emergent Reading Behaviors through Storybook Re-Enactments.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Reading; *Behavior Patterns; *Evaluation Methods; Language Acquisition; *Prereading Experience; Preschool Children; Preschool Education; Reading Diagnosis; Reading Interests; *Reading Readiness; *Story Reading; Story Telling

A study used the "Emergent Reading Ability Judgments for Favorite Storybooks" (ERAJFS) scale to provide an informative description of children's emergent reading behaviors during a school year. Subjects, children ranging in age from two and one half years to five years who were enrolled in a day care center classroom, took part in two reenactment interviews, one of a frequently used predetermined book, and a second of a favorite storybook chosen by the child. After the interviews were videotaped and transcribed, the ERAJFS scale was used to score them. Results showed a range of behaviors from labeling and commenting at the lower end of the scale to independent reading at its highest level. Though the preschool children had received no formal instruction in reading for other literacy activities, their storybook reenactments indicated a developing knowledge of written language. (JL)

ED 229 723 CS 007 086

*Morris, Sonia M.*
The Long-Term Effects of Remediation in Reading Over a Four Year Period.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Federal Programs; Longitudinal Studies; Primary Education; *Program Effectiveness; *Reading Improvement; *Reading Instruction; *Reading Research; *Remedial Reading; Supplementary Education

A study was conducted to determine if progress made by primary grade students in the Cranford Public Schools (New Jersey) placed in a Chapter 1 (formerly Title I) remedial reading program was reflected in their classroom performance in terms of (1) report card grades in reading, (2) maintenance of skills within the classroom, (3) placement in supplemental reading programs, and (4) reading achievement test scores. Data were collected through a review of cumulative records and individual student folders for a four-year period. Results indicated that students who began remediation in grade one achieved greater long-term gains than did children who did not begin remediation until grades two or three. (FL)

*Lovett, Gladys J.*

Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Comparative Analysis; *Disadvantaged Youth; Elementary Education; *Reading Instruction; *Reading Research; *Teacher Attitudes; *Teacher Role; *Teaching Methods
IDENTIFIERS- *Instructional Variables

A study was conducted to determine if teachers of disadvantaged children encountered instructional problems in reading that teachers of students who are not disadvantaged did not. A questionnaire was distributed to 12 grades-one-through-four teachers in a school serving the disadvantaged and 12 teachers in a school in which students were not considered to be disadvantaged. Results showed that teachers of disadvantaged children encountered a greater number of problems than their colleagues who did not teach the disadvantaged and that these problems were manifested to a significantly higher degree. The problems considered of greatest importance by the teachers of the disadvantaged are providing for individual differences, lack of teacher preparation (no reading methods courses in college), poor language development in students, large reading readiness, and attendance and mobility of students. (A copy of the questionnaire is appended.) (FL)

ED 229 725 CS 007 090

*Coleman, Jerry; Berg, Anna*
Integrating Cognitive Development and the Basic Skills.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Basic Skills; *Cognitive Development; *Cognitive Processes; Community Colleges; Critical Thinking; *Experiential Learning; Higher Education; *Nontraditional Students; *Program Effectiveness; Reading Skills; Student Centered Curriculum

The Cognitive Project at Passaic County College (New Jersey) was designed to develop a curriculum that would give educationally underprepared, nontraditional students an opportunity to actively experience ways of acquiring, solidifying, and using knowledge while acquiring the basic skills necessary for college work. Student explorations were designed to develop the following 12 competencies: inferential reasoning, changing frames of reference, generating possibilities, hypothetical reasoning, problem solving, decision making, understanding and making coherent arguments, metaphoric reasoning, classifying, seriating, understanding complex relationships, and reflection upon internal processes. They included student-centered activities that allowed students to make the connections between the basic skills and the cognitive processes that underlie them. For example, activities related to the nature of verbs, the nature of the sentence, and subject/verb agreement allowed students to (1) generate and test hypotheses regarding standard English usage, (2) experience "disequilibrium" when their old notions did not match reality, (3) classify grammatical categories according to student-determined criteria, and (4) analyze processes rather than memorizing grammatical products. A comparison of students taught by the project method and students taught according to syllabus objectives showed that more project students later enrolled into college level programs. (HOD)

ED 229 726 CS 007 092

*Mikulecky, Larry*

Job Literacy and Job Performance among Nurses at Varying Employment Levels.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Employment Experience; *Job Analysis; *Job Performance; Job Skills; *Nurses; Occupational Information; *Reading Research; *Reading Skills; Skill Analysis
IDENTIFIERS- *Job Literacy

In a study designed to analyze differences between job performance and level of experience, 27 nurses from three different employment levels (in training, experienced, and supervisory) were observed, interviewed, tested, and rated for job performance. An observation checklist recorded job behavior in terms of the type of activity observed, the time spent in each activity, the purposes for which the activity was undertaken, the type of materials used in support of the activity, and the strategy or manner in which the materials were used. The structured interview consisted of five parts: a general cloze test, a job cloze test, an oral retelling anchored rating scale, seven open-ended questions dealing with literacy demands, and a few questions dealing with general demographic information. Results showed that the three groups were similar in their abilities to identify key ideas and complete cloze tests constructed from job material. Significant differences appeared, however, when nurses were asked to summarize material. In this case registered nurses (RNs) outperformed licensed practical nurses (LPNs), who outperformed student nurses. A similar pattern was found in cloze test data for an unfamiliar piece of general reading material. The job of the RN called for skimming and checking documents for treatment changes or to identify the need to order new medications. RNs did more skimming and checking than LPNs and student nurses. Job classification revealed 25% of the nurses to be superior, 56% as competent, and 19% as adequate. There were no significant differences among employment levels by job performance. Superior nurses had a clearer sense of what they were to be doing and actually used literacy to make themselves more effective. They wrote to communicate, they made notes to better organize themselves, and they read to gather information. There was little evidence of these behaviors in responses given by adequate nurses. (HOD)

ED 229 727 CS 007 093

*Frederiksen, John R.; And Others*

A Componential Approach to Training Reading Skills. Final Report.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- BBN-5295
PUB DATE- Mar 83
CONTRACT- 400-81-0031; N00014-80-C-0058
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Componential Analysis; *Computer Assisted Instruction; Context Clues; Information Processing; Learning Theories; Models; Phonics; Reading Games; Reading Processes; *Reading Research; *Reading Skills; Secondary Education; *Sequential Learning; *Transfer of Training
IDENTIFIERS- *Automaticity Training

Research was conducted to investigate the interactions among component processes of reading and to determine if a hierarchical training model, in which particular reading components are developed sequentially, is an effective way to build reading skills for a target population. Three game-like microcomputer training systems were constructed, each concerned with a critical skill previously shown to pose difficulties for secondary school students with poor reading skills: (1) perception of multiletter units appearing within words, (2) efficient phonological decoding of orthographic information in words, and (3) use of context frames in accessing and integrating meanings of words read in context. Each system was designed to develop the capacity for automatic performance of a particular component by providing a motivating, game-like environment in which to practice the skill. Subjects completed six computer-administered criterion tasks to evaluate their improvement in the targeted skill areas. Results showed that in all cases, subjects were able to reach levels of performance in the trained skills that equalled or exceeded those of high ability readers. There was also strong evidence for the transfer of acquired skills to other functionally related reading components. For subjects who completed the entire training sequence, there were increases in reading speed in an inference task, with no drop in comprehension, suggesting that improvements in the level of automaticity of multiple skill components of reading can reduce the effort required in reading for comprehension. (FL)

ED 229 728 CS 007 100

*Collins, Allan*
Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Oriented Programs; Educational Change; *Educational Technology; Elementary Secondary Education; *Microcomputers; *Reading Instruction; *Technological Advancement; Word Processing; *Writing Instruction

Recent developments in personal computers will affect the teaching of reading and writing because they offer capabilities that simply were not possible before. For example, an information storage and retrieval system, developed as a "library" for elementary school children, allows them to store and retrieve information under different descriptors. "Dynamic books" have become part of an interactive text that allows the student to browse to find information about particular topics or questions. The browser provides both a table of contents index and a subject index, parts of which can appear on the screen at the same time as the book's text. Through online dictionaries and thesauri, children can merely point to a word they do not understand and its definition can be given to them automatically. Writing coaches are helpful in all phases of writing--helping the student to plan before writing, giving advice as the student writes, and suggesting to the student how to evaluate and revise when a draft is completed. The text editor lets students see the text on a display screen as they type it in and automatically moves the text around to make room for additions, removing extra space caused by deletions. Message systems provide a variety of capabilities for reading and sending messages. And, developments in publications systems enable students to create texts in different formats and with different page layouts. (HOD)

ED 229 729 CS 007 101

*Uzzolino, Carol*
Does Attendance in a Nursery School Program Have an Effect on Reading Readiness at the Kindergarten Level?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Kindergarten; *Nursery Schools; *Prereading Experience; Preschool Education; Program Effectiveness; *Reading Readiness; *Reading Research; Test Results

To study the effect of nursery school attendance on reading readiness at the kindergarten level, a questionnaire was sent to the parents of 40 kindergarten students in order to determine which children had attended a nursery school program, when, and for how long. Scores on the Iowa Test of Basic Skills were then recorded for all respondents. The national percentile score for total language was used to determine if those students who attended a nursery school scored higher in this test of readiness than those who did not. Results indicated that there was no significant difference in the readiness performance of children in kindergarten who attended nursery school and those who did not. (HOD)

ED 229 730 CS 007 102

*Collins, James*
Linguistic Perspectives on Minority Education. Technical Report No. 275.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- 400-81-0030
GRANT- NIE-G-78-0082
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Child Language; Classroom Communication; Comparative Analysis; Cultural Differences; Elementary Education; Language Acquisition; Language Patterns; *Language Usage; *Linguistics; *Linguistic Theory; *Minority Group Children; *Reading Difficulties; *Reading Research; Student Teacher Relationship; Working Class

IDENTIFIERS- Conversation

Using a comparative and historical approach, this paper examines linguistic perspectives on minority education, specifically language-based explanations for the reading problems of working class minority group students. The paper first discusses the ways in which competence and performance theories of language treat the relation between language and social groups, then uses this discussion as a comparative backdrop to a reappraisal of the deficit and difference hypothesis of language usage. Next, the paper reviews the dynamics of class and minority status and discusses these dynamics in light of findings concerning two major types of linguistic/cultural mismatches in the classroom: (1) those of participation structures, and (2) those of dialogue-like versus monologue-like styles of discourse. On the basis of this review, the paper argues that the "mismatch" hypothesis must consider the ways in which institutional ideologies about language use and literacy influence classroom interaction. The paper then summarizes two studies focusing on the ways discourse coherence and processes of conversation influence literacy-related activities in educational settings. The paper concludes that such studies can enrich the understanding both of the role of culture in face-to-face communication and of the complex communicative events leading to the acquisition of literacy skills. (Contains an extensive bibliography). (FL)

ED 229 731 CS 007 104

*Marr, Mary Beth*
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Elementary Education; Readability; *Readability Formulas; *Reading Comprehension; *Reading Diagnosis; *Reading Research; *Reading Tests; *Testing Problems; Test Reviews; Test Validity
IDENTIFIERS- Durrell Analysis of Reading Difficulty; Spache Diagnostic Reading Scales; Stanford Diagnostic Reading Test; *Textual Analysis

The passage comprehensibility of three diagnostic reading tests--the Stanford Diagnostic Reading Test, the Spache Diagnostic Reading Scales, and the Durrell Analysis of Reading Difficulty--was evaluated using the following text variables: content familiarity, vocabulary, the number of idea units in the text, the number of text-based inferences required to integrate ideas, the existence of main idea statements, and the logical sequence of ideas in the passage. Selections from the second, fourth and sixth reader levels were evaluated to identify passage characteristics across reader levels and test inconsistencies. With regard to text variables, each selection was transformed into a series of propositions or ideas. Also, eight graduate students rated each selection for content familiarity. With regard to readability formula variables, a computer program was used in which each passage was evaluated in terms of four readability formulas: The ARI, Flesch-Kincaid, Harris-Jacobson, and the Dale-Chall. Results showed that the three tests differed substantially in the number of ideas presented, the number of inferences necessary to integrate these ideas, and text organization features. The readability indices reflected only surface features of the text and did not reflect the meaning characteristics of the passage nor identify the variables integral for deriving meaning from the text. (HOD)

ED 229 732 CS 007 105

*Allen, Sheilah*

Effectiveness of a Preservice Course in Reading in the Secondary School.

PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Area Reading; *Followup Studies; Higher Education; *Preservice Teacher Education; Program Effectiveness; *Reading Instruction; *Reading Research; Reading Skills; Secondary Education; Teacher Attitudes; *Transfer of Training

To asertain the long-term results of preservice courses in reading, a followup study was undertaken with 20 preservice teachers who had completed a 36-hour course entitled "Reading in the Secondary School." Students were given a reading attitude inventory at the beginning and at the end of the course and asked to complete the following assignments: (1) design an interest inventory, (2) design an informal reading inventory, (3) do a subjective and content analysis of a text, (4) apply two readability formulas to a text, (5) design a cloze test for a text, (6) develop a lesson to teach vocabulary specific to a subject, (7) develop a lesson to teach comprehension skills, (8) develop a lesson to teach study skills, (9) develop a directed reading lesson, and (10) relate to a school wide reading program. Following their internship year, students were asked to complete a questionnaire to determine how useful the reading course had been. Practices that could be related to the reading course were administration of an interest inventory, readability analyses of texts, reading guides, sustained silent reading, purpose setting for reading, questioning at different levels, oral reading to students, small group and pair experiences, concrete referents for new vocabulary, and emphasis on reading for understanding. Results showed that the students responded positively to most of the questions. Those questions that received a negative response were related to the use of informal reading inventories, readability formulas, cloze procedure, and directed reading activities. (Appendixes include a copy of the questionnaire and a scale to measure attitudes toward teaching reading in content classrooms.) (HOD)

ED 229 733 CS 007 106

*Erwin, Barbara K.; Mangano, Nancy*
Parent Involvement in the Primary Reading Curriculum: One Approach.
PUB DATE- 31 Jan 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beginning Reading; Directed Reading Activity; *Parent Participation; *Parent School Relationship; Primary Education; *Program Evaluation; Reading Aloud to Others; *Reading Attitudes; *Reading Programs; Reading Skills

The Bryan Independent School District (Texas) has implemented a primary grade parent involvement program based on a home-partnership model and a contract of cooperation between the parents and schools. By signing the contract, the parents agree to (1) listen to their child read 15 minutes three days a week; (2) read a story a day to their child; (3) three times a week, read a book or magazine of their choice for 15 minutes while their child reads something of interest; and (4) conduct the activities sent home in folders each week. At the same time, the teachers agree to assist each student in his or her acquisition of reading skills, send the folders home each week, respond to parental concerns and questions, and send home supplementary books to be used during the reading periods at home. The folders contain a sight word list, independent activities, and parent directed lessons. This package is accompanied by a weekly newsletter from the teacher that informs parents of the skills and activities that the students are engaged in that week. Both teachers and parents have responded positively to the program, and, after the first year, both groups noted that the students had developed a positive attitude toward reading. Appendixes include examples of activities in the folders, teacher responses to the parent involvement questionnaire, and parent responses to the parent questionnaire. (HOD)

# DOCUMENT RESUME

ED 229 734 CS 007 107

*Dillon, Ronna F.; Stevenson-Hicks, Randy*
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Processes; College Students; Eye Fixations; *Eye Movements; Higher Education; *Induction; *Prior Learning; *Problem Solving
IDENTIFIERS- *Commonality

A study examined the extent to which common knowledge structures and the presence of common performance components are important factors in reasoning. The eye fixations of 37 college students were recorded as they solved four types of complex inductive reasoning tasks: (1) verbal analogies, (2) figural analogies, (3) verbal series completions, and (4) figural series completions. Results showed that item-type manipulations resulted in significant differences in information processing, reflecting the role of common knowledge structures in reasoning task performance. (FL)

ED 229 735 CS 007 108

*Ehrenreich, Zachary; Knafle, June D.*
Levels of Meaning in Reading Comprehension of High School Students.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..:" (150)
DESCRIPTIONS- Abstract Reasoning; *Cognitive Processes; *Concept Formation; *Developmental Stages; Generalization; Grade 11; High Schools; *Reading Ability; *Reading Comprehension; *Reading Research

Working on the hypothesis that if readers had several alternative correct meanings of a given text set before them they would select the one in accordance with their abstract abilities and intellectual maturity, a study investigated the measurement of levels of meaning as illustrated in taxonomies and focused on the applicability of the taxonomies to various levels of reading ability. Sixty-three eleventh grade students reading at high, middle, and low levels read a selection from "Tom Sawyer" silently and were asked to choose the best of three answers for each of six multiple choice questions. The answers to the questions were formulated at each of three levels: abstract, functional, and concrete. Abstract comprehension represented a style in which the reader got a broader scope of the information by distinguishing between specific features of a reading selection; functional comprehension represented a style that discriminated specifics of the selection; and concrete comprehension represented a style in which the reader discriminated only factual details and no more. Results showed that the high reading-level group chose the abstract answer for 71% of the choices, functional 15%, and concrete 14%. The middle reading group chose the abstract answer for 56% of their choices, functional 26%, and concrete 14%. The low reading group chose the abstract answer for 34% of their choices, functional 32% and concrete 34%. (HOD)

ED 229 736 CS 007 109

*Samson, Karen Margolis*
On Training Students to Extract Gist from Expository Text.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Biology; *Cognitive Processes; *Content Analysis; *Content Area Reading; Critical Reading; High Schools; *Reading Comprehension; *Reading Research; Reading Skills; Recall (Psychology); Science Instruction; Science Materials; Teaching Methods; Textbook Content
IDENTIFIERS- *Main Idea; *Text Learning

A study examined the effects of an instructional intervention designed to improve high school students' ability to comprehend the gist of biology text materials. Subjects were divided into a strategy group, a read-study group, and a control group. The strategy subjects were given eight days of instruction in a procedure designed to help them analyze material sentence by sentence, look for relationships between ideas, and then extract the gist. The read-study subjects merely practiced the task of reading short passages, studying the information, and then recalling it. Subjects were given five test passages throughout the experiment, four biology and one history, and asked to produce an unprobed recall, answer six questions on main idea content, and rate their level of familiarity with the passage content. All subjects were tested before, during, and after the instructional period. The results did not support any one experimental condition over the others, but indicated certain commonalities between the two treatment groups, including the following: (1) those who recalled more total information also recalled more of the important ideas, (2) those who excelled did so throughout the entire experiment, (3) recall ability increased for the subject who excelled in each group. However, the recall of the strategy subjects tended to be more alike than that of the read-study subjects, and the lower-achieving strategy subject showed greater improvement on the question-answering tasks than did the lower-achieving read-study subject. The results reflect the need to consider individual student differences in comprehension in the classroom. (HTH)

ED 229 737 CS 007 112

*Hennings, Dorothy Grant*
Teaching Communication and Reading Skills in the Content Areas.
**Phi Delta Kappa, Bloomington, Ind.**

REPORT NO.- ISBN-0-87367-780-3
PUB DATE- 82
AVAILABLE FROM- Phi Delta Kappa, 8 and Union, Box 789, Bloomington, IN 47401.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cognitive Processes; *Communication Skills; *Content Area Reading; *Content Area Writing; Elementary Education; Integrated Activities; Language Arts; *Reading Comprehension; Reading Instruction; *Reading Skills; Science Instruction; Social Studies; Study Skills; Teacher Role; *Vocabulary Development
IDENTIFIERS- Reading Strategies

Intended for elementary school teachers who want to incorporate language skill-building activities into their subject area instruction, this booklet provides practical teaching strategies based on research about how children learn to read and communicate. The three major sections of the booklet deal with (1) teaching comprehension and study skills across the curriculum, (2) vocabulary development in the content areas, and (3) writing instruction across the curriculum, specifically in science and social studies. Each section offers instructional models synthesized from research and a number of specific instructional strategies. (FL)

ED 229 738 CS 007 113

*McConaughy, Stephanie H.*

Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14, 1981-December 14, 1982.

**Vermont Univ., Burlington.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Aptitude; *Cognitive Processes; Comparative Analysis; Grade 6; Intermediate Grades; Learning Modalities; Listening Skills; *Reading Comprehension; Reading Instruction; *Reading Research; Reading Skills; *Recall (Psychology); *Schemata (Cognition); Writing Skills
IDENTIFIERS- *Reading Strategies

The story comprehension patterns of 21 good and poor sixth grade readers were examined across four modality combinations for input and output: (1) listening and oral recall, (2) reading and recall, (3) listening and written recall, and (4) reading and written recall. The subjects were asked to summarize important information in a different short story presented for each condition, then tested for recall. Results showed that poor readers' patterns of comprehension were similar to those of good readers in terms of the quality of story schema represented, the number and types of inferences drawn, and the selection of important information in the hierarchical structures of the stories. There were no significant differences between groups related to modality. The one area that did distinguish poor readers from good ones was the number of spelling errors made. (Appendixes contain copies of materials used in the study.) (FL)

ED 229 739 CS 007 114

*Holzman, Thomas G.; Payne, M. Carr, Jr.*
Short-Term Memory for Auditory Sequences and Reading Skill.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; *Auditory Perception; Auditory Stimuli; *Cognitive Processes; Grade 5; Individual Differences; Intermediate Grades; Reading Ability; Reading Comprehension; *Reading Difficulties; *Reading Research; *Retention (Psychology); *Short Term Memory

A study investigated connections between reading difficulties and short term memory processes in order to explore the psychological basis for some individual differences in reading comprehension skills. Drawing on previous research indicating that poor readers were inferior to normal ones in judging whether two patterns of long and short tones were the same, the study examined whether the groups differed in ability to accurately encode patterns into auditory short term memory or in ability to maintain patterns in memory after they have been stored. The study also investigated the relationship among performance on a verbal sequential memory task, auditory digit span, and reading skill. Subjects, 35 normal and 63 poor fifth grade readers, were presented with pairs of Morse Code-like patterns separated by 1-, 2-, 5-, and 10-second intervals, and asked to judge if the patterns were the same. Results showed that poor readers performed significantly worse on pattern comparison only at the longest interval, suggesting an inability to maintain properly encoded patterns and that poor retention of information in short term memory probably results in both semantic and syntactic processing breakdowns during reading. Digit span correlated significantly with reading ability, but not with pattern-comparison performance. Digit span may be correlated with reading skill because of a common dependency on rapid coding of verbal stimuli. (FL)

ED 229 740 CS 007 115

*Tierney, Robert J.; And Others*
Author's Intentions and Readers' Interpretations. Technical Report No. 276.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- 400-76-0116
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Authors; Cognitive Processes; Elementary Education; Higher Education; *Reading Comprehension; Reading Instruction; *Reading Research; Reading Skills; Relationship; Schemata (Cognition)
IDENTIFIERS- *Reader Text Relationship; *Reading Strategies

Three studies investigated the nature of the author-reader relationship during discourse comprehension and production, as well as the influence of selected factors on the author-reader relationship. The first study produced data indicating that the relationship is susceptible to subtle variations in the identity of the author. In those situations when readers were familiar with the topic and likely to identify with the author, they were more likely to recall more and be more critical of their reading. The second study demonstrated how topic familiarity and discourse style influenced the relationship across successful and less successful reading experiences. The more successful readers were more self-initiating with respect to their role as readers and their sense of what the author was trying to do than were less successful readers. The third study highlighted how shifts in the author-reader relationship were manifested for both readers and writers. Taken together, the data afford a description of how readers negotiate meaning with a sense of who the author is and what he or she is trying to do. The data suggest that successful readers approach texts with two sets of concerns: what the author is trying to get them to think and do and what they themselves deem they need to do. (Materials used in the studies are appended.) (FL)

ED 229 741 CS 007 116

*Clark, Zende*

Does the Ability or Inability to Comprehend Effect the Mathematics Problem Solving Ability of Seventh Grade Students.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Content Area Reading; Grade 7; Junior High Schools; *Mathematical Concepts; Mathematics Instruction; *Problem Solving; *Reading Comprehension; *Reading Instruction; *Reading Research

A study was conducted to test the hypothesis that the ability to comprehend in reading has no effect on mathematical problem solving ability of seventh grade students. Two seventh grade classes were administered a standardized test of reading comprehension and knowledge of mathematical concepts and application at the beginning of a school year. They were then taught exactly the same way for 14 weeks, with the exception that the experimental class was given a special group lesson once a week that was designed to assist them in learning to solve problems through word meanings, problem solving strategies, and symbol meanings. The experimental class was also given vocabulary and symbol usage practice. At the end of 14 weeks, the classes were retested on the same measure. The results indicated that the experimental class students improved their scores on the reading comprehension test and on the knowledge of mathematical concepts test, but that the control class students achieved greater gains without the extra instruction. The results suggest that further research be done in this area with samples that are similar in intelligence and reading. (A summary of related research and tables of test score data are included.) (FL)

ED 229 742 CS 007 118

*Rosen, Doris F.*
How are Senior Citizens Portrayed in Basal Readers?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Attitude Change; *Basal Reading; *Characterization;
Content Analysis; *Older Adults; Primary Education; Reading Instruction; *Reading Materials; *Reading Research; *Stereotypes

Five commonly used basal readers from grades one through three were studied to determine how they portrayed and represented older adults. It was hypothesized that older adults would be portrayed as active, contributing, and productive members of society and that they would be represented in the basals in proportion to their numbers in the population. The basals examined were (1) "Shoulder High," The Economy Company; (2) "Glad to Meet You," Ginn; (3) "Magic Times," Macmillan; (4) "Ten Times Round," Ginn; and (5) "Weavers," Houghton Mifflin. Each story in each basal was read, and pictures accompanying the stories were studied to see how the aged were portrayed--their physical appearance and hair coloration, and work and life style. The frequency with which stories of the aged appeared in the basals was also analyzed. The results indicated that the number of stories about older adults increased with grade level, so that the third grade basals were statistically more accurate in portraying the aged in proportion to their population numbers. The older adult's physical appearance did not seem to be realistically portrayed. Most of the men wore pants with suspenders, and the women were usually portrayed as obese, unattractively dressed, and wearing an apron signifying kitchen work. The first and second grade basals rarely showed the elderly engaged in productive work, while the third grade basals were more realistic in portraying active, working senior citizens. (A summary of research related to attitudes toward the aging in education, industry, and society concludes the document.) (HTH)

ED 229 743 CS 007 119

*Dunn, Jane A.*
A Comparative Study: College Freshman Reading Abilities and Readabilities of Required Texts.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- College English; *College Freshmen; Comparative Analysis; Higher Education; Mathematics Instruction; *Readability; *Reading Ability; *Reading Research; *Textbook Content

A study compared the mean reading abilities of one college's entering freshmen students with the readability levels of several freshman-level mathematics and English textbooks assigned to them. The mean student reading ability was ascertained through an analysis of reading test scores, while text readability levels were determined through the use of five different formulas (those of Dale-Chall, Fry, Raygor, Flesch, and Gunning-Fog). The results showed that students who were reading at or above the mean reading level should be able to cope with approximately 70% of the English texts and 59% of the mathematics books. In general, the different readability formulas yielded similar results. The results also seem to support the implication that authors are currently striving to make textbooks more readable. (A summary of research related to college text readability is included.) (FL)

*Hoffman, Lee McGraw; Rachal, Janella*
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
**Louisiana State Dept. of Education, Baton Rouge.**
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Research; Elementary Education; *Language Arts; *Learning Activities; *Reading Instruction; Reading Programs; *Reading Research; State Programs; *Student Improvement; Teacher Behavior; *Time on Task
IDENTIFIERS- Louisiana

To provide a Louisiana State reading improvement program with information that could improve instructional efficiency, a study was conducted to determine the relationship between student time on task and eight broad categories of classroom activities used by teachers during reading and language arts instruction. The eight activities studied were (1) silent reading, (2) oral reading, (3) writing/composition, (4) drill and practice, (5) teacher-led instruction, (6) discussion, (7) tests/quizzes, and (8) noninstructional management. Data were collected by trained observers who viewed a random sample of second, third, and fifth grade classes in eight school systems participating in a state program to develop outstanding reading programs. The results suggested that the eight activities, when examined individually, did not explain a useful amount of variance in student time on task rates. However, taken as a model of classroom activity, they did explain enough variance to warrant further study. Observed correlations among the various activities suggested patterns of teaching behavior during reading and language arts instruction. (FL)

ED 229 745 CS 007 162

*Shake, Mary C.*
Research on Reversals, with Emphasis on Connected Text Studies.
PUB DATE- 4 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Connected Discourse; Elementary Education; *Error Patterns; *Learning Disabilities; *Perceptual Handicaps; *Reading Difficulties; *Reading Research; *Theories
IDENTIFIERS- *Reversals (Reading)

A review of the relevant literature reveals that reading reversals, whether in sequence or orientation, comprise a very small proportion of the total errors made by even poor readers. Young children tend to make more reversals, yet this tendency generally disappears with age. Top-down theorists feel that the reversal tendency of young children is due to unfamiliarity with the stimuli, and that maturation will alleviate the problem. While bottom-up theorists feel that perceptual training will correct the tendency to reverse, it has been demonstrated that this type of training is generally unsuccessful, particularly with children beyond age seven. Interactive theorists state that if reversals were a perceptual problem, persistent reversers would exhibit the same problem in other activities, a phenomenon not yet documented. The tendency to reverse has been considered an indicator of dyslexia, but studies with dyslexics and normal disabled readers have demonstrated that the two groups do not differ significantly in the number and type of reversal errors made. Assessing reversals has been fraught with methodological flaws, concatenating perceptual ability with verbal ability, motor ability, and memorial processes. While only a few studies have assessed reversals in connected text, such studies have demonstrated that the proportion of reversals is small compared to the other types of errors made, and that connected text can in fact help a child in constraining the type and number of reversals made. (FL)

ED 229 746 CS 007 164

*Goodluck, Helen*

Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.

**Wisconsin Center for Education Research, Madison.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 83
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; *Cognitive Processes; Context Clues; *Language Acquisition; *Language Processing; Language Research; Phoneme Grapheme Correspondence; *Reading Research; Semantics; *Syntax; *Word Recognition
IDENTIFIERS- *Syntactic Complexity

A study investigated the hypothesis that, for adult native speakers of English, increasing syntactic complexity would lead to increased salience of phonological properties of words. The study also examined whether syntactic simplicity would lead to a greater salience of semantic properties of words. Subjects were required to name a word presented on a monitor after a context sentence. Syntactic complexity of the context sentence was varied. The target word was phonologically or semantically related or unrelated to the last word in the sentence. The time interval between the end of the context sentence and the word to be named was also varied. Resulting data provided no support for the hypothesis. However, trends in the data suggested that there is some interplay between lexical accessing and syntactic processing. There was a tendency for frequency of the target word to correlate with naming time in complex syntax conditions (less frequent words were named more slowly), and there was also some indication that salience of activated words was maintained under conditions of syntactic complexity as time for sentence processing (the context sentence--naming word interval) was increased. (FL)

ED 229 747 CS 007 165

*Curtis, Mary E.; And Others*
Word Knowledge Influences on Comprehension.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College Students; Context Clues; Higher Education; Language Skills; Language Usage; *Reading Comprehension; *Reading Research; *Semantics; *Verbal Ability; *Vocabulary Skills; *Word Recognition

Two studies examined the relationship between word knowledge and reading comprehension. Subjects were college undergraduates with high and low verbal abilities as indicated by a standardized verbal aptitude test. The first study involved a multiple choice vocabulary test from which words that both groups defined correctly were selected. The subjects were then asked to use the words in sentences, define their meanings, and make semantic comparisons among them. The results indicated that low verbal subjects' knowledge of word meaning was less complete and more bound to a specific context than that of high verbal subjects. The second study investigated this possibility with a combined protocol and reaction time methodology. Subjects read two paragraphs--one using a word in a familiar context, the other in an unfamiliar context--and were asked to define the word. The second study indicated that the completeness of knowledge about the meaning of a word that is familiar seems to affect both sentence reading time and paragraph recall (although the former more so for the high verbals and the latter more so for the low verbals). The results suggest that, although it may be a relatively straightforward task to teach a connection between an "unknown" word and a "known" word, it is a much more complex matter to provide and promote the decontextualized knowledge that will facilitate the comprehension of those words in an unfamiliar text. (HTH)

ED 229 748 CS 007 166

*Fetler, Mark*
Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Etiology; *Family Environment; Grade 4; Intermediate Grades; *Reading Achievement; Reading Attitudes; *Reading Research; Relationship; Research Methodology; Socioeconomic Status; Television Research; *Television Viewing
IDENTIFIERS- *National Assessment of Educational Progress

During the 1979-80 school year, the National Assessment of Educational Progress (NAEP) surveyed approximately 29,000 nine-year-old students regarding attitudes and achievement in reading and literature. Findings from this study were used for an analysis of the relationship between reading achievement and television viewing. The following background questions were selected for analysis: (1) How much television did you watch yesterday? (2) Is English the language spoken most often in your home? (3) Does your family get a newspaper regularly? (4) Are there more than 25 books in your home? (5) Is there an encyclopedia in your home? and (6) Did your father graduate from college or university? Results indicated that there was a curvilinear relationship between amount of viewing and achievement, in which moderate amounts of viewing were associated with higher achievement. There was a threshold amount of viewing (five or six hours per day) beyond which there were sharp decreases in achievement. This curvilinear relationship interacted with social class to result in a mainstreaming effect. That is, achievement of disadvantaged students increased more with moderate amounts of viewing and decreased less with large amounts than that of advantaged students. The consequence of this was a lessening of the differences in achievement between advantaged and disadvantaged students with greater amounts of viewing. (Author/HOD)

ED 229 749 CS 207 423

*Soven, Margot*
Developing Paragraph "Intuition": A Spiral Approach.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Connected Discourse; Elementary Secondary Education; Language Processing; *Paragraph Composition; *Paragraphs; *Perceptual Development; *Teaching Methods; *Writing Instruction; Writing Skills
IDENTIFIERS- *Intuition

Even at an early age, children are guided by their intuitions as they write. Intuitions are the culmination of perceptions that have been internalized and synthesized into patterns. Furthermore, they take time to develop. Consequently, if systematic instruction is to play a part in the formation of intuitions about written language then it must start early and be continuous. Instruction in paragraphing depends in part on how much experience the child has had writing sentences. Nevertheless, paragraph instruction in the elementary grades should focus on invention, writing a paragraph on one subject, and the visual form of the paragraph. The teacher should concentrate on training the student to become an accurate observer. The student can be taught to place things in classes and ultimately to develop generalizations about these classes in the form of statements by listing reasons for placing them in these groups. Development of the paragraph should be introduced only in terms of adding facts about the same subject. At the secondary school level, continued practice in using various categorizing principles to sort and classify information should be encouraged. Instead of simply generating a main idea, students can be made aware of the characteristics of the topic sentence and how topic sentences can differ in terms of the role that they play. An understanding of the completeness should be taught after initial mastery of the topic sentence because the student will than have an awareness of the effect of the topic sentence on setting parameters for the paragraph. Then, development, coherence, and rhetorical function can be emphasized. Such an increasingly detailed analysis of the paragraph is one that should result in increasingly sophisticated writing intuitions. (HOD)

# DOCUMENT RESUME

ED 229 750 CS 207 426

*Calkins, Lucy McCormick*

A Study of Children's Rewriting. Final Report for NCTE Research Foundation Project No. 80:11, September 1980-October 1982.

SPONS. AGENCY- National Council of Teachers of English, Urbana, Ill. Research Foundation.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Classroom Observation Techniques; Cognitive Processes; Elementary Education; *Learning Theories; *Research Methodology; *Revision (Written Composition); Writing Instruction; *Writing Processes; Writing Readiness; *Writing Research; *Writing Skills

The materials in this report deal with the process of children's writing and rewriting. The first section of the report describes the original methodology of a study of children's rewriting and explains how and why that methodology was changed as the study progressed. The second section provides a review of related literature, while the third, fourth, and fifth sections reproduce articles on the subject written by two different teacher/researchers: "Reading and Writing Process: A Reciprocal Agreement," by M. A. Boutwell; "Research Update: Questions for Teachers Who Wonder if Their Writers Change," by D. H. Graves and M. E. Giacobbe; and "A Writer Reads, A Reader Writes," by M. E. Giacobbe. Comprising the bulk of the report, the sixth section provides a detailed account of a case study of one child as she wrote and revised in the classroom, and the seventh section discusses the rationale for choosing the methodology used in the case study. (FL)

ED 229 751 CS 207 438

*West, Judy Ferguson*
Factors Important in Composing Legal Written Communication.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Skills; Job Skills; *Lawyers; Legal Assistants; Occupational Surveys; *Performance Factors; Secretaries; *Technical Writing; *Writing (Composition); *Writing Research; *Writing Skills
IDENTIFIERS- *Legal Writing

To determine which factors were considered important in composing legal written documents, personal interviews were conducted with 111 Middle Tennessee Bar Association members, and questionnaires were mailed to 211 legal secretaries/paralegals. The self-administered questionnaires were completed and returned by 133 persons. Of those, 108 indicated that they composed some written communications, 24 indicated no composition, and one did not respond to the question. By comparison, 95% of the lawyers reported delegating some composing decisions to an employee. Responses indicated that lawyers considered the type of communication as well as the employee's attitudes, experiences, and skills before deciding to delegate. Willingness of the employee to assist was most important. Also, the ability of the employee to become knowledgeable in the subject, to plan the content, and to write clearly and concisely were the factors selected most frequently by the lawyers as necessary for the employee accepting composing responsibilities. Necessary employee communication skills included vocabulary development and proofreading skills as well as grammar, organization of facts, punctuation, sentence structure, and spelling. Other skills and characteristics emphasized were dictaphone transcription, shorthand, typewriting, honesty, integrity, and human relations. (HOD)

ED 229 752 CS 207 454

*Anderson, Thelma*
Assessing the Impact of Newspaper in Education Programs: Changes in Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report.
**Newspaper Advertising Bureau, Inc., New York, NY.**
REPORT NO.- NRP-82-08
PUB DATE- Sep 82

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; *Journalism; National Surveys; *Newspapers; *Program Effectiveness; *Reading Attitudes; Reading Habits; School Surveys; *Student Attitudes; *Student Reaction
IDENTIFIERS- *Newspaper in Education Program

A study was conducted to assess the impact of heavier and lighter exposure to newspapers on students' readership of and attitudes toward newspapers and on their awareness of and interest in current events. Newspapers in six cities across the United States had students in grades 5 through 12 fill out attitude and information questionnaires at the beginning and end of the school year. The study involved three groups of students: those who would use newspapers in their classes all year, those who would use them for only two weeks (or all year, but infrequently), and those who would not use newspapers at all. In the two cities in which the students in each group were well matched in background and ability, those who used newspapers most heavily showed more positive changes in newspaper reading habits, in their attitudes toward newspapers, and in their interest in and knowledge of current events. The students who used newspapers for only two weeks and the older students who used them only once a week through the year showed less consistent improvement. Students who did not use newspapers systematically showed the least change or showed more negative change. For almost half of the senior high school students, the newspaper provided in school was their major contact with a daily newspaper. The outcomes in the other four cities proved inconclusive since the classes were not well matched and there were unanticipated variations in the way the newspapers were actually used. (HOD)

ED 229 753 CS 207 459

*Schwartz, Thomas A.; Warrick, Kathleen*

Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases.

PUB DATE- Aug 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Comparative Analysis; Content Analysis; *Court Doctrine; *Court Litigation; *Freedom of Speech; Institutional Research; *Research Methodology

IDENTIFIERS- *Burger Court; Legal Precedents; Legal Research; Supreme Court; *Warren Court

To test the findings of a 1981 study, which concluded that the Supreme Court of Chief Justice Warren Burger has attempted to reverse the liberal policies of the court presided over by Earl Warren by adopting a policy of ignoring precedent, a second study duplicated the earlier study's general research design, except that it focused on freedom of expression cases rather than on economic and civil liberties cases. Findings of the second study contradicted the findings of the earlier study in each of five major areas. The latter study found (1) no difference between the two courts in the ways they cited the Warren Court in freedom of expression cases; (2) no difference in the way the two courts cited the Warren Court when favorableness of freedom of expression was controlled for; (3) the Burger Court cited the Warren Court in raw numbers in free expression cases almost three times as much as the Warren Court cited itself; (4) the Burger Court cited the Warren Court about twice as often as the Warren Court cited itself in substantive citations to freedom of expression cases; and (5) the Burger court cited the Warren Court about three and a half times more often than the Warren Court cited itself when the outcomes were favorable to freedom of expression and about the same when the outcome was unfavorable. Differences in the results of the two studies may be attributable to improvement in methodology, the nature of freedom of expression cases, or the attitudes of the two courts. (JL)

ED 229 754 CS 207 460

*Freedman, Sarah Warshauer; Sperling, Melanie*

# Teacher Student Interaction in the Writing Conference: Response and Teaching.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Aptitude; Asian Americans; College Students; Higher Education; *Interaction; *Interpersonal Relationship; *Student Teacher Relationship; White Students; *Writing (Composition); Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Teacher Student Conferences

To examine the potential role of teacher-student interactions in the teaching and learning of written language, a study analyzed the writing conference interaction between a teacher and four separate college students: one high achieving Caucasian, one high achieving Asian American, one low achieving Caucasian, and one low achieving Asian American. The Asian American students were native English speakers whose parents spoke an Asian language. Everything the students wrote was collected, including all drafts of their papers and all their notes, and all their conferences (a minimum of four across the semester) were tape recorded. Also collected were three investigator-student interviews about the student's at-home composing process. Transcripts were examined for topics of conversation and idea units. Findings indicated that (1) the different students wanted to focus on different types of topics (discourse level topics for the two Caucasians and surface level for the high achieving Asian American; the lowest achieving student had no hierarchy of intellectual topics); (2) the teacher focused on different types of intellectual topics for the different students (discourse level topics for all except the lowest achieving Asian American student); (3) the teacher gave more praise to the higher achieving students who seemed to elicit that praise by expressing their insecurity about their writing; (4) the lower achieving students initiated topics likely to alienate a teacher; and (5) the synchrony of the conversation broke down with the lowest achieving Asian American student, who inserted backchannel signals at inappropriate times in the conversation. (HOD)

ED 229 755 CS 207 463

*Shapiro, Sheila*
Poetry Instruction: Do Basals Follow Recommended Procedures?
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Basal Reading; *Content Analysis; Educational Objectives; Grade 6; Intermediate Grades; *Poetry; *Teaching Guides; *Textbook Content; Textbook Evaluation; *Textbook Research

To determine whether the suggested poetry teaching procedures found in the teacher manuals of sixth-grade basal readers reflect the pedagogical procedures suggested by expert opinion and research, an indepth analysis was made of a total of 106 poetry lessons in eight teacher manuals. The poetry lessons were analyzed for the purposes of determining the general organization of the student text and the manual, noting any statements of objectives for poetry instruction, and identifying the number of poetry lessons contained in the manual. The complete analysis of each manual consisted of an overview of the poetry lessons, including a listing of stated objectives; the assessment instrument ratings and descriptions of the suggested teaching procedures; a summary table of assessment instrument ratings; and a concluding summary. Findings indicated that the stated objectives stressed a one-dimensional, mechanistic view of poetry instruction. They focused on cognitive rather than affective response to poetry, with an emphasis on the comprehension of form rather than the apprehension of content. The suggested teaching procedures made very limited provision for presenting poetry in a meaningful context and did not suggest any readiness experiences to stimulate interest or prepare students for reading or listening to poetry. For the most part, the poetry instruction in the sixth-grade basal manuals consisted of a superficial examination of poetic text, language, and form rather than an exploration of feelings, thoughts, and ideas. (HOD)

ED 229 756 CS 207 474

*Monahan, Brian D.*
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; Grade 12; High Schools; *Revision (Written Composition); *Writing Instruction; *Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *Audience Awareness; *Basic Writing

To describe systematically the revision strategies of basic and competent writers, eight twelfth grade students were asked to write for two different audiences--their teachers and their peers. Each subject met with the investigator for five sessions of one hour each. The first session was devoted to providing the subjects with training in a composing aloud procedure. During the second session, the subjects were asked to write a composition on the topic, "A Needed Change in the School Cafeteria," with the teacher as audience. During session three the next day, subjects revised or redrafted their compositions. During sessions four and five, approximately two weeks later, the subjects repeated the procedure for sessions two and three, using an equivalent topic, "A Needed Change in T.V. Programming," but directed to a different audience--the students' peers. An intensive analysis of the composing/revising processes of two selected subjects was made, and an overview of all eight subjects supported the conclusion that the students designated as competent writers made more revisions than the students designated as basic writers. Although both groups made most of their changes at the word and surface levels, the competent writers were more likely to make changes at the clause, sentence, and paragraph levels. Basic writers made more revisions for the teacher audience while the competent writers made more revisions for the peer audience. Although the basic writers used the same revision strategies as the competent writers, they used many of these strategies less often. (HOD)

ED 229 757 CS 207 476

*Golub, Jeffrey N.*
Characteristics of Students' Classroom Talk Surrounding the Assignment, Production and Evaluation of a Writing Task.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Communication; Classroom Observation Techniques; Communication Research; Feedback; Instructional Materials; Junior High Schools; Junior High School Students; *Language Usage; *Oral Language; *Student Behavior; Teaching Methods; Writing Evaluation; *Writing Processes; *Writing Research

A study analyzed some of the characteristics of junior high students' oral communication behavior that accompanied the assignment, production, and evaluation of a writing task. It involved fieldwork in three junior high school English classes--first in a six-month pilot study and then in a year-long period of observation. Through direct participant observation and interviews with students, four functions of oral communication in written composition were identified. These functions reveal the following patterns or clusters of communication behaviors: (1) expressing self through language, (2) seeking confirmation through validation of writing, (3) evaluating one's own writing, and (4) assimilating the writing task to one's own understanding. An evaluative theme appeared in many of the patterns of students' classroom talk and involved their seeking an audience and feedback for their writing. Another characteristic was their sensitivity toward their language use. Often an interaction occurred between students' concern for evaluation and their sensitivity to language use. In such instances, the students encountered a dilemma. To seek an audience and feedback for one's writing required that one allow the writing to become the focus of another person's attention and judgement. Other students, also faced with a desire to share their communication effort but mindful of the self-revelatory nature of their work, took pains to direct their audience's attention to specific parts of the writing. Unfortunately, there appears to be a discrepancy between the frequency and spontaneity of students' sharing behavior and the lack of provision for, or emphasis of, this dimension in current composition materials. (HOD)

ED 229 758 CS 207 477

*Gloster, Beulah H.*
James Britton and John Keats: An Examination of the Theory and Practice of Composition.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cognitive Processes; *Creative Writing; Models; *Schematic Studies; Theories; *Writing (Composition); *Writing Processes
IDENTIFIERS- *Britton (James); *Keats (John)

John Keats provides a convincing and helpful model of James Britton's philosophy and research on composition. While, contrary to Britton's paradigm, much of Keats's work is simultaneously in the expressive, transactional and poetic modes, early poems are primarily expressive: they record his perception of reality as filtered through his senses and represent his working out of important ideas. As the development of the concept "negative capability" suggests, during Keats's middle period he shifted his focus from himself to his subject and audience. Concerned with persuading, in this transactional mode he developed his craftsmanship by emulating the structures and techniques of great masters such as Shakespeare. He also continued to refine his own philosophy and aims. Finally, in the poetic function, embodied in the great odes, Keats achieved a genuine originality in structure and content. In moving from the participant's to the spectator's perspective, Keats gave his philosophical insights the conviction of enduring truths. Throughout his brief career, as his letters, works, and the subsequent critical analysis of his poetry show, Keats's writing procedure clearly parallels Britton's steps of preparation, incubation and articulation. (MM)

ED 229 759 CS 207 478

*Covner, Thelma Crockin*
A Study of the Relationship of Intuition to Performance in Freshman Composition.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- College Freshmen; Etiology; Higher Education; *Personality Measures; *Personality Traits; Revision (Written Composition); *Student Attitudes; *Student Improvement; Student Teacher Relationship; Writing Evaluation; *Writing Research; *Writing Skills
IDENTIFIERS- Freshman Composition; *Intuition

To learn more about the relationship between personality type and the writing skills of college freshmen composition students, a study was conducted to explore the hypothesis that essays written by students who were N (intuitive) preference types would be judged better in overall quality than those written by S (sensing) preference types. Subjects, 40 college students enrolled in a composition course, wrote eight essays that were routinely evaluated by an instructor after each assignment during a 10-week quarter. At the end of the quarter, students answered a six-item questionnaire pertaining to various aspects of the course. Students were also asked to complete a self-report questionnaire that classified individuals according to four major dichotomous categories, resulting in a personality type that is either extravert or introvert, sensing or intuitive, thinking or feeling, and judging or perceiving. Because of the nature, the size, and the composition of the sample on which the investigation was based, results did not support the hypothesis. Other findings did indicate, however, that (1) students judged accurately the areas in which their writing improved; (2) the area of mechanics of composition consistently proved to be the most troublesome category for all students; (3) the way to organize an essay provided the least difficulty for all students; (4) the teacher-student relationship played a prime role in affecting improvement in compositions; and (5) revision led to improved essays. (HOD)

ED 229 760 CS 207 482

*Plasse, Lorraine A.*
The Influence of Audience on the Assessment of Student Writing.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Audiences; *Evaluation Criteria; Grade 12; High Schools; *Holistic Evaluation; Influences; *Predictor Variables; Scoring; *Writing Evaluation; *Writing Research
IDENTIFIERS- *Audience Awareness

To determine the extent of influence that a reader's perspective as a member of a specific audience has on the assessment of student writing, a study examined the holistic judgment and the positive and negative comments made by four different types of writing evaluators on 40 different letters, each of which was written to one of four audience types. Writing samples were taken from randomly selected grade 12 students in five randomly chosen English classes. Each student was assigned to write a persuasive letter to one of four types of people: teachers, students their own age, parents, and business people from the community. Forty of the letters (10 from each group) were then holistically evaluated by 40 writing evaluators who represented the four audiences. Findings showed that, in terms of a global response, an evaluator's rater type was not a predictive factor. Audience type was the significant factor in holistic assessment, with the highest scores being given to letters that had been prepared for teachers and business people. Results suggest that, while rater type was influential in a rater's analytical response to a text, the rater's overall impression of the text's success in satisfying the major goals of the writing task was the deciding factor in the holistic ratings. (HOD)

ED 229 761 CS 207 485

*Meikle, Robert J.*
Traditional Grade-Based Writing Evaluation and the Process Approach: Systems in Conflict.
PUB DATE- 13 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Evaluation Criteria; Grade 12; *Grading; High Schools; Student Attitudes; *Student Reaction; *Teacher Attitudes; *Writing Evaluation; *Writing Processes; *Writing Research

A total of 47 twelfth grade students from five different English classes and the six teachers in the English department at a secondary school in Canada took part in a study to determine what effects traditional grade-based writing evaluation procedures had upon the process of writing. There were three distinct yet related components to the investigation: an evaluation questionnaire, an attitude survey, and group interviews. The evaluation questionnaire allowed respondents the opportunity to grade and comment upon a series of four essays written by former grade 12 students. The attitude survey, administered to the same student and teacher groups during the week following the evaluation questionnaire, consisted of a series of attitude statements that were rated on a Likert scale. Interviews were conducted with six students selected on the basis of their writing ability and their willingness to vocalize some of their thoughts on writing and its evaluation. The wide range of data seemed to indicate that, for many students, the evaluation procedures had a strong influence upon the way they conceived of the process of writing. Although students did participate in prewriting, writing, and certain postwriting activities, when their sights were aimed at one particular target--the teacher--the writing process became distorted. (HOD)

ED 229 762 CS 207 493

*Reid, Louann*
Talking: The Neglected Part of the Writing Process.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; *Discussion (Teaching Technique); Peer Evaluation; *Prewriting; Revision (Written Composition); Secondary Education; *Student Teacher Relationship; Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Conversation; *Talk Write Method

There are compelling reasons to use talk in the writing classroom to improve both expressive and expository writing. First, speaking is natural, and students come to the writing classroom linguistically well-developed and confident. Second, talking encourages exploration of words by slowing down the thought process without completely stopping it. Third, this naturalness and ease of speech establishes a comfortable atmosphere in which writers feel free to take risks in writing and in sharing their writing. Talking activities can be helpful during all three stages of the writing process. Prewriting activities include role-playing followed by free writing, or discussing an unusual object before writing about it. Questioning can be a very important activity during the drafting stage. As students begin editing or revising their papers, student-teacher conferences and peer revision can help make the students' communication clearer and more in tune to audience needs. Most important, students must both understand that talking about writing is necessary and observe teachers talking about writing to learn this fact. Once talking about writing becomes important to teachers it will become important to students as well. (HTH)

ED 229 763 CS 207 495

*Bruce, Bertram; And Others*
Three Perspectives on Writing. Reading Education Report No. 41.
**Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 83
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- *Communication (Thought Transfer); *Speech Communication; Teaching Methods; Verbal Communication; *Writing (Composition); Writing Instruction; *Writing Processes
IDENTIFIERS- Audience Awareness; Theory Practice Relationship

The process of writing is explored from three perspectives in this paper. In the first part of the paper writing is viewed as a communicative act with four principles that form tacit objectives in any communicative act: comprehensibility, enticingness, persuasiveness, and memorability. The second part of the paper, which examines writing in the context of a taxonomy of communicative acts, explores the differences between oral and written language along the following dimensions: interaction, involvement, modality, spatial commonality, temporal commonality, concreteness of referents, and separability of characters. The third part of the paper examines these differences in a process model of writing with discussion given to the subskills of idea production, discovering ideas, and manipulating ideas. Strategies suggested for systematically grouping ideas include compare and contrast, taxonomize, dimensionalize, and componentialize. Text production is then analyzed through three kinds of devices: structural devices, stylistic devices, and content devices. Editing is next discussed in terms of text level operators, especially those that beginning writers should learn to apply. The last part of the paper explores some of the problems beginning writers might experience and suggests some intermediate writing tasks that exercise different subskills. (HOD)

ED 229 764 CS 207 496

*Hains, Maryellen, Ed.*
A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
**Michigan Council of Teachers of English.; Michigan State Dept. of Education, Lansing.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Childrens Literature; Elementary Education; Fantasy; Fiction; Folk Culture; *Integrated Activities; *Language Arts; Poetry; Teaching Guides; Teaching Methods; *Writing Exercises
IDENTIFIERS- *Reading Writing Relationship

Developed in the belief that the regular inclusion of literature in the elementary school curriculum can lead to a dynamic interaction and integration in the language arts, this booklet provides an annotated bibliography of children's literature with teaching suggestions. The activities are arranged so that they can be modified from one book to another. Reflecting the writing process, the teaching suggestions are grouped according to prewriting, writing, editing, revision, and extension activities. Including some "classic" literature titles such as "Charlotte's Web," "The Borrowers," and the Little House series, as well as lesser known titles such as "Bronzeville Boys and Girls" and "Tom's Midnight Garden," the annotations are grouped according to realistic fiction, fantasy, poetry, folk, or various. (HOD)

# DOCUMENT RESUME

ED 229 765 CS 207 497

*Scales, Alice M., Ed.; Peebles, James D., Ed.*
Reading and Writing: Concepts for Teaching and Learning. Proceedings of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
**Pittsburgh Univ., Pa. Div. of Teacher Development.**
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cloze Procedure; Communication Skills; Educational Technology; Elementary Secondary Education; *English Instruction; Higher Education; Instructional Improvement; Language Arts; Language Patterns; *Literature Appreciation; Miscue Analysis; Parent Student Relationship; *Reading Instruction; Standardized Tests; *Teaching Methods; *Writing Instruction

Eight papers addressing a variety of issues in communication skills and language arts instruction are contained in this document. Among the topics covered in the eight papers are the following: (1) language structure in teaching reading, (2) issues of dialect-specific materials, (3) language mismatch in the reading classroom, (4) miscue analysis, (5) language patterns in the classroom, (6) encouraging students to respond to literature, (7) ways of promoting student writing, (8) using cloze procedure, (9) formal standardized tests, (10) technology in the classroom, and (11) encouraging parents to help their children become literate. The document concludes with abstracts of workshops held at the conferences at which the papers were given. (JL)

ED 229 766 CS 207 498

*Mosenthal, Peter, Ed.; And Others*
Research on Writing: Principles and Methods.
REPORT NO.- ISBN-0-582-28305-1
PUB DATE- 83
AVAILABLE FROM- Longman Inc., 1560 Broadway, New York, NY 10036 ($25.00 cloth).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; *Experiments; Higher Education; *Holistic Approach; Observation; *Research Design; *Research Methodology; Research Needs; Research Problems; Student Teacher Relationship; *Writing Instruction; Writing Processes; Writing Readiness; *Writing Research

Designed to alleviate the confusion caused by the existence of a multiplicity of approaches to writing research, the four parts of this book present explicit discussions of research principles and methods used by researchers actively working within a variety of disciplines. The two chapters in Part 1 describe very broad views of the entire research endeavor. The four chapters in Part 2 show how classical experimental projects are used to examine the processes used by readers in evaluating student composition, the development of writing abilities in children, the writing development of children who are just beinning to write, and the control of writing processes. The three chapters in Part 3 describe the use of observational approaches to study the composing processes of adult writers, the on-the-job writing of workers, and the role of the teacher in the student's writing process. Chapters in Part 4 examine two other approaches, recounting the long tradition of interest in writing disabilities and reviewing approaches to text analysis. (JL)

ED 229 767 CS 207 499

Improving Writing in California Schools: Problems & Solutions.
**California State Dept. of Education, Sacramento.**
PUB DATE- 83
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Computer Assisted Instruction; Elementary Secondary Education; Grammar; Oral Language; Program Descriptions; Reading; *Teaching Methods; *Testing; Word Processing; *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- Bay Area Writing Project; California; National Assessment of Educational Progress; National Writing Project

Intended to help teachers, curriculum directors, school administrators, and school board members follow through on their commitment to teach students how to become better writers, the techniques and resources described in this booklet are arranged into seven chapters. The first chapter examines whether the "writing crisis" is fact or fiction, and discusses the test results from the National Assessment of Educational Progress and the California Survey of Basic Skills. The second chapter focuses on activities of the Bay Area Writing Project and other writing projects throughout the state of California. The third chapter deals with various approaches several California cities have taken, such as individualized language arts or the workshop/laboratory approach. Successful classroom techniques are detailed in the fourth chapter, among them using students as evaluators, choosing good topics, observing students as they write, prewriting, and motivating the student. Evaluation and assessment are the focus of the fifth chapter, which considers the types of tests available, types of scoring, evaluation in the classroom, and state or school district testing. The sixth chapter discusses what is known about writing, emphasizing grammar, prewriting, reading, oral language, sentence combining, and writing practice. The final chapter discusses the use of computers in writing, especially the use of the word processor and how it will shape the student as writer. (HOD)

ED 229 768 CS 207 500

*Takala, Sauli*
Student Writing: Some Notes on Definition and Measurement.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cross Cultural Studies; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; Holistic Evaluation; *Linguistic Competence; *Measurement Techniques; Models; Student Behavior; Writing (Composition); *Writing Evaluation;

*Writing Research

The first task of the International Association for the Evaluation of Educational Achievement's International Study of Written Composition was to conceptualize the writing domain by determining the most significant parameters that have to be taken into account in all writing situations. A model was developed that used the level of cognitive processing as one dimension and the purposes of writing as the other. The dependent measure, "student writing activities," was divided into two related parts: writing competence and writing preference. Three populations were tested and subjects were asked to participate in nine writing tasks: pragmatic information, summary retelling a story, descriptive composition, personal story, argumentative/persuasive, personal/reflective, open composition to pictorial stimuli, and a letter of advice. Compositions were scored in terms of general and detailed impressions. A small-scale pilot study in which native language experts from nine countries rated argumentative and reflective compositions showed a high agreement on all the rating categories (based on competence in generating and organizing ideas; applying appropriate style and tone; using appropriate grammatical, lexical, and spelling conventions; and producing a legible text). This, together with the fact that the raters were able to communicate with relative ease using the categories, suggested that the categories of writing competence were familiar and appropriate in various parts of the world. Writing preference, determined by self-reporting techniques and descriptive analysis of students' compositions, was also found to be a variable worthy of consideration in developing a system for assessing student writing activities. (HOD)

ED 229 769 CS 207 501

*Beasley, Maurine H.*
The Muckrakers and Lynching: A Case Study in Racial Thinking.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Black History; Blacks; Black Stereotypes; Content Analysis; Editorials; *Journalism; Justice; Media Research; News Reporting; News Writing; Periodicals; *Press Opinion; Racial Attitudes; *Racial Bias; Racial Discrimination; *Social Action; Social Problems; Social Values; *United States History
IDENTIFIERS- *Lynchings, *Muckraking

An examination of five muckraking magazines--"Collier's," "Cosmopolitan," "McClure's," "Everybody's," and the "Arena"--reveals that while addressing many other social ills, muckraking journalists failed to take a strong stand against one of the most glaring evils of their day--the lynching of blacks. Both before and during the muckraking period, columns in "Collier's" argued both sides of the issue, sometimes opposing and sometimes favoring the lynching of blacks. "Cosmopolitan" and "Everybody's" paid almost no attention to lynching. Ray Stannard Baker wrote two articles on lynching for "McClure's" and continued to explore racial issues at "The American Magazine." After Baker's departure, "McClure's" lost interest in lynching. The more radical "Arena" opposed lynching during the premuckraking period, but made little of the issue during the period itself. The progressive movement's blind spot to lynching and race issues was caused by its feeling that immigrants and blacks did not fit in with their ideas of participatory democracy. Even Baker shared the racist perspective of his time. The muckraker's faith that "facts" themselves would lead to reform was justified only when the prevailing consensus allowed the "facts" to emerge, not in the case of the lynching of blacks. (JL)

ED 229 770 CS 207 502

*Beasley, Maurine H.*
The Press Conferences of Eleanor Roosevelt.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Content Analysis; *Employed Women; Media Research; News Media; *News Reporting; *Press Opinion; *Sex Discrimination; *Sex Fairness; Sex Stereotypes; United States History
IDENTIFIERS- *Press Conferences; *Roosevelt (Eleanor)

Newly discovered transcriptions of 87 of First Lady Eleanor Roosevelt's women-only press conferences held from 1933 to 1945 make possible an examination of the objectives, topics, and value of these conferences. By holding the conferences, Mrs. Roosevelt attributed to women an important function in the political communication process, and at the same time helped to secure the status and bolster the confidence of women reporters. The topics of the conferences were political issues related to women and legislation, and social and personal life at the White House. She also used the conferences to defuse criticism leveled at herself and her family, including the President, and to clarify statements made by him. At the time, male journalists felt that these conferences reduced the dignity of the First Lady, provided little legitimate news, and compromised reportorial objectivity. The transcripts reveal that Mrs. Roosevelt maintained traditional propriety, though the conferences did become a bit chatty, and that reporters occasionally would shield the First Lady. All in all, the sex-segregated press conferences were a useful device for Mrs. Roosevelt, enabling her to establish herself as an important figure, to promote the New Deal, and to improve the status of American women. (JL)

ED 229 771 CS 207 503

*Clair, Elizabeth*
A Writing Program for Elementary-Aged Children Who Have English as a Second Language.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Elementary Education; *English (Second Language); *Language Fluency; Program Descriptions; Program Effectiveness; Second Language Instruction; *Writing Exercises; *Writing Instruction; *Writing Skills
IDENTIFIERS- Writing Programs

To help provide writing instruction to elementary school children who are taught English as a second language, a writing project was designed for three ESL students: a third grader from Japan, a fourth grader from Costa Rica, and a fifth grader from Indonesia. The goals of the project were to help the students find writing to be enjoyable and interesting, increase fluency in writing, expand their vocabularies, and through instruction in the "five ways of thinking" gain an increased awareness of the different purposes for writing and the need to vary style accordingly. The writing activities in the five categories, defined by Mina Shaughnessy, were (1) this is what happened; (2) this is the look (sound, smell, or feel) of something; (3) this is like (or unlike) this; (4) this (may have/probably/certainly) caused this; and (5) this is what ought to be done. In addition to these activities, students did time-writings during each of the biweekly sessions. Four pre- and post-tests were given to determine the effects of the program on students' writing abilities. These tests were designed to elicit narrative, expressive, explanatory, and persuasive writing. Results showed that the children improved markedly in syntactic fluency, verbal fluency, and ability to express a specific purpose in writing. In the time-writings, consistent sequential growth in verbal and syntactic fluency throughout the semester was not demonstrated, but variation in style according to purpose of writing was evidenced. (Appendixes include sample time-writings and sample writing drafts for each of the three students.) (HOD)

ED 229 772 CS 207 504

*Nord, David Paul*

Tocqueville, Garrison, and the Perfection of Journalism.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Democratic Values; *Journalism; *Newspapers; *Press Opinion; Slavery; *United States History
IDENTIFIERS- *Garrison (William Lloyd); Journalism History; Tocqueville (Alexis de)

The 1830s marked a lush first flowering of democratic journalism in America--participatory journalism of the sort that Alexis de Tocqueville heralded. But contrary to standard journalism history, this democratic press had nothing to do with the rise of the penny press; in fact, William Lloyd Garrison's abolitionist paper, "The Liberator," best expresses Tocqueville's ideals. Trusting in God's truth, Garrison argued that free inquiry would lead to truth and that slavery could not stand up to free discussion. As time went on, Garrison moved from a narrow antislavery stand to advocacy of free expression and free exercise of reason in all areas. For him, discussion was the essence of both journalism and democracy, and reader participation and free discussion involving all parties were essential to the paper. But in the end, though both Tocqueville and Garrison believed in a participatory, associational, group-based press, the penny papers that grew up in the 1830s and 1840s did not embody their ideal, ending up more commercial than democratic. (JL)

ED 229 773 CS 207 509

*Vockell, Edward L.; And Others*
Active Writing Plus Feedback: A Successful Elementary School Writing Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Language; Elementary Education; *Experiential Learning; *Feedback; Program Descriptions; *Program Effectiveness; Student Teacher Relationship; Teacher Role; *Writing Evaluation; Writing Exercises; *Writing Instruction; Writing Skills
IDENTIFIERS- Highland Public Schools IN; *Writing Programs

The Highland (Indiana) public schools developed a writing program for elementary school students based on the premise that children learn to use language by actively generating language. The program features language production as the principal student activity in the English class and uses the students' own written work and oral expression as the content for language instruction. Textbooks are not used except as handbooks for directly helping students improve their own writing. During individual writing conferences, teachers provide students with feedback on both the content and the mechanics of their writing and discuss plans for future writing activities. All students are expected to produce two pieces of original writing each week with folders containing samples of children's writing serving as a cumulative record of each child's growth. Evaluations of the program over four years revealed that many students showed a significant increase in the usage of a given skill within their essays. In many cases, the absence of significant improvements was explained by the fact that the students' initial scores were very high or by the fact that a specific skill was not expected to be mastered until a subsequent grade level. The systematic feedback component was considered to be effective to the extent that significant improvements appeared when the feedback was introduced and significant decrements appeared when the feedback was withdrawn. The intensive teacher feedback model implemented in the fourth year of the program indicated that students could achieve substantially higher levels of competency when the feedback was intensified

through the addition of outside evaluators reporting both to the administrators and to the teachers. (HOD)

ED 229 774 CS 207 514

*Marzolf, Marion*
The American "New Journalism" and the Europeans.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Foreign Countries; *Influences; *Journalism;
*Newspapers; *News Reporting; News Writing; United States History
IDENTIFIERS- *Europe; *Journalism History

American "New Journalism" of the 1880s and 1890s--a blend of the popular press and the elite political and literary journal creating a comprehensive general interest newspaper that informed, entertained, and editorialized on politics--became the model for the modern daily newspaper in the Western World. The American emphasis on news and the extensive use of the interview, human interest story, enterprise reporting and big headlines were soon seen in the major European newspapers. These American influences grew out of developments in the American Midwest and in New York City through the efforts of James Gordon Bennett, Jr., Joseph Pulitzer, and William Randolph Hearst. In spite of resistance from French and British editors and publishers, Bennett successfully introduced an American style newspaper in France, and Alfred Harmsworth adapted the American style for British readers. In the first years of the twentieth century, there was a great deal of cross-Atlantic employment in both directions, and European journalists became better acquainted with the American press. They thought that the American press was newsy and enterprising, but that it might be toned down a bit. By this time Americans were conducting their own bitter campaign against the excesses of "yellow journalism," but the modern direction was already set. At the start of World War I, journalists were working out a set of standards and a code of ethics that would encourage journalistic responsibility without ignoring the readers' interest in a good story. (HTH)

ED 229 775 CS 207 518

*Roberts, Churchill L.; Dickson, Sandra H.*
The News Quality Index: An Instrument for Assessing Local TV News.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attitude Measures; College Students; *Content Analysis; *News Reporting; *Programing (Broadcast); Rating Scales; *Television Research; *Television Viewing
IDENTIFIERS- *Audience Analysis; Audience Response

To assess the quality of local news programs, a News Quality Index was develped for a study that consisted of three parts: a content analysis of local television news, an audience analysis of the kinds of news stories that are most important, and an outside the market viewer analysis of the way in which anchors for news, sports, and weather are perceived. A recording was made during the week of May 24-28, 1982 of the half-hour, early evening newscasts of the three network affiliates in the Mobile, Alabama-Pensacola, Florida market. One videotape for each station, with three minutes of news anchor reporting followed by three minutes of sports anchor reporting and three minutes of weather reporting, were presented to 37 students from a vocational school and community college outside the Mobile-Pensacola viewing area. Results showed that only one measure, the average number of minutes of commercials, revealed significant differences across stations. Concerning the technical quality of the newscast, analysis showed that the station that scored highest in the rankings contained more techniques per video tape recordings, more slides and stills accompanying the news anchor reporting, and a greater amount of video accompanying the sports reporter. Audience preferences revealed almost no relationship or a negative one between audience ratings of the relative importance of different kinds of news stories and the station's attention to these stories. Four categories were ranked as important in determining news quality, in the following order: news substance, technical quality, the association between public preference for news stories and the amount of time stations devoted to them, and the ratings of news, sports, and weather anchors. (HOD)

ED 229 776 CS 207 519

*Kaul, Arthur J.; McKerns, Joseph P.*
The Social Ecology of the Newspaper.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Ecological Factors; *Environmental Influences;
Evolution; *Journalism; *Newspapers; *Organizational Change;
Organizational Development; Publishing Industry; *Social Influences;
United States History
IDENTIFIERS- *Journalism History

The evolution of the newspaper industry can be viewed within the perspective of a dialectic ecology that emphasizes the determinative influence of the environment on the development of newspapers in the three stages of variation, selection, and retention. This perspective also introduces the concept of contradictions that rupture into life-threatening crises in the evolution of organizations. The variation, selection, and retention stages in the life-cycle of newspapers take into account four dimensions: population, technology, resources, and adaptation maneuvers. The newspaper industry evolved through a phase of disorganization before evolving along the lines of the following historic scenario: variation, 1825 to 1845; selection, 1845 to 1900; and retention, 1900 to the present. Contradictions generated by organizational growth and adaptation ruptured into periods of crisis: 1825 to 1845; 1890 to 1900; and 1960 to the present. The contemporary crisis in the newspaper industry is a result of the internal and external contradictions that have evolved since the 1830s. Internal contradictions reduced newspapers' flexibility and mobility in exploiting resources and in meeting competitive challenges. External contradictions produced a dense environment that heightened competitive pressures in the exploitations of resources. The dialectic of internal and external contradictions now threatens the life of the newspaper as a "surviving species" of information organization. (Author/HOD)

ED 229 777 CS 207 520

*Reese, Stephen D.*

Improving Audience Learning from Television News through
Between-Channel Redundancy.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention; Aural Learning; Higher Education; *Learning Modalities; Learning Processes; Learning Theories; *Multisensory Learning; News Media; *News Reporting; Nonverbal Learning; Recall (Psychology); *Redundancy; *Television; Television Research; Verbal Learning; Visual Learning
IDENTIFIERS- *Print Awareness

A study tested the effects of between-channel redundancy on television news learning. Redundancy, defined as shared information, was proposed as an explanatory variable that considers the relationship between information in three channels: the audio, the nonverbal pictorial, and visual-verbal print channel. It was hypothesized that pictures would facilitate learning if they reinforced and complemented verbal information, but that adding an additional language channel through captioning would impede learning by forcing a split-attention situation. Network news stories were manipulated to create a 2x2 design with four conditions: (1) redundant pictures and words, (2) nonredundant pictures and words, (3) redundant pictures and words with redundant print, and (4) nonredundant pictures and words with redundant print. Twenty-five undergraduate subjects were assigned to each condition. After viewing the stories, they completed a series of 10 semantic differential-type scales. Results showed that picture-word redundancy increased recall and reduced error, while adding print-impeded learning. The findings suggest that producers should use print information to highlight story concepts and synchronize visuals with their respective word labels. (JL)

ED 229 778 CS 207 521

*Renaud-Komiya, Jean-Luc*

The U.S. Government's Assistance to the AP's World-Wide Expansion: 1912-1948.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches. Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Content Analysis; Federal Government; *Foreign Countries; *Government Role; *Information Services; *Media Research; *News Reporting; United States History
IDENTIFIERS- *Associated Press; *Cooper (Kent); Europe; Journalism History

A study of the extent of the diplomatic and commercial assistance provided by the United States government to the Associated Press (AP) from 1912 to 1948 shows AP's manager, Kent Cooper, to be less a champion of the free press than an efficient captain of industry in expanding AP influence across the globe. Early in the twentieth century, British, French, and German news bureaus held a monopolistic cartel on the distribution of foreign news throughout Europe. With presidential and State Department aid, the AP moved beyond United States borders first to South America, then to the Far East, by means of Navy broadcasts. In 1934, AP declared complete independence and gained the right to send news anywhere. In the years during and following World War II, Cooper launched a successful free press campaign, and was effective in convincing Congress and other governmental officials of the virtue of and necessity for the United States' fighting for the free flow of information worldwide at international meetings. Critics claimed that Cooper's campaign was a smokescreen for expanding AP's commercial interest on the ruins of the European continent. Ultimately, Cooper did in fact spread the AP across the globe, with the help of government assistance, creating a news cartel denounced today by Third World nations in the same way Cooper denounced the European news cartels in the 1930s and 1940s. (HTH)

ED 229 779 CS 207 524

*Gotshall, Richard C.*

Certification of Journalism Teachers: A Survey of the States.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Research; *Journalism Education; Secondary Education; *State Standards; State Surveys; *Teacher Certification; *Teacher Qualifications

A survey of all 50 United States, the District of Columbia, Guam, and American Samoa was conducted to determine each area's recommendations on coursework leading to the licensing of secondary school journalism teachers. Each area's current teacher certification bulletin was consulted, where possible, or the chief certification officer was contacted and asked to answer a short set of questions such as whether the area granted a special license in journalism, and, if so, whether there were specific recommendations concerning coursework. More than half the units surveyed (29 states plus Guam) required a specialized license for full-time teachers of journalism and journalism-related subjects. However, it was not clear how much journalism could be taught without holding the specialized license or even without any academic training at all. The requirements for a specialized license varied from state to state: some require simply a departmental major from an institution involved in teacher education while others mandate a particular sequence of courses. The results suggest a need for a standard for each state to follow. (The various requirements for each area are presented in list form at the end of the paper.) (HTH)

# DOCUMENT RESUME

ED 229 780 CS 207 525

Children's Books, 1982: A List of Books for Preschool through Junior High School Age.
**Library of Congress, Washington, D.C.**
PUB DATE- 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Art; Biographies; *Books; *Childrens Literature; Elementary Secondary Education; Fiction; Folk Culture; History; Hobbies; Poetry; Psychology; Reading Aloud to Others; Reading Materials; Sciences

The annotated materials contained in this listing of children's books for 1982 have been selected for literary merit, usefulness, and enjoyment, and are intended to reflect a year's publishing with a balance between books to be enjoyed for free reading, those for reading aloud, and those recognized as valuable for individualized reading programs or as background and supplements to the school curriculum. The 147 titles for preschool through junior high school age children are divided into the following areas: (1) picture and picture-story books; (2) first reading; (3) fiction for older readers; (4) poetry, rhymes, and songs; (5) folklore; (6) arts and hobbies; (7) biography; (8) history, people, and places; (9) nature and science; and (10) psychology. Appropriate grade levels for each title are included in the annotation. (HTH)

ED 229 781 CS 207 526

*Gere, Anne R.*
Students' Oral Response to Written Composition.
**Washington Univ., Seattle.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0113
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; *Language Usage; Oral Language; *Peer Evaluation; Peer Groups; *Revision (Written Composition); *Student Reaction; *Writing Evaluation; Writing Exercises; *Writing Research

A study examined the oral comments of writing groups at different grade levels to determine if students are actually able to talk about writing, what kinds of comments they make about each other's writing, and what effects their comments have on the composing process. Nine groups of from four to six members in the fifth, eighth, and senior high grades were tape recorded in from three to six meetings. Transcripts were used to develop three language categories based on function: directing, informing, and eliciting. All transcripts were then analyzed to determine the incidence of each function for each meeting of the groups. Revisions of papers that had been read and commented on in the groups were then analyzed to determine the relationship between the comments made and the changes in the writing. Results indicated that group responses were directed to the writing and were largely informative, providing directions to the writer about how a composition could be changed and improved. This idea was confirmed by the fact that revised papers did show change and improvement. (Suggestions for further research, sample transcripts and student papers are included.) (JL)

ED 229 782 CS 207 527

*Brogan, Katherine M.; Brogan, James D.*
Yet Another Ethical Problem in Technical Writing.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Engineering Education; *Ethics; Higher Education; Interdisciplinary Approach; *Plagiarism; Research Reports; *Teacher Role; Technical Education; *Technical Writing; Writing Instruction; *Writing Skills

Technical writing scholars have discussed, but not resolved, the ethical problems of ghost authorship (Should the technical editor have a place on the title page?) and multiple authorship (Can nine people really author an eight-page essay?). These ethical questions, however, are trivial when compared with the significantly more grave and widespread problem of plagiarism in technical reports. Since most scientific and engineering reports are published without the protection of copyright, widespread adoption of textual material is appearing with disturbing frequency not only in student papers but also in dissertations and professional reports. Although this borrowing may not be illegal, it surely is unethical and destructive for a profession that increasingly depends on its ability to communicate. The reasons for such casual borrowing are many and complex. One obvious cause is the influx of foreign students into engineering fields. For these students, it is far easier to copy someone else's apparently fluent interpretation than it is to devise their own in halting, cumbersome prose. The problem, however, is not limited to foreign students. Many American engineering students, uncomfortable with writing, are also adopting sections of texts without copyright. Technical writing teachers and engineering faculty should work together to emphasize paraphrasing or summary writing and to stress the importance of clear organization and original writing. Such exercises will help the student discern the difference between a good paraphrase and plagiarism. (HOD)

ED 229 783 CS 207 528

*Limaye, Mohan R.; Hightower, Rick*
Client Oriented Management Documents.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Accounting; *Business Communication; *Business English; *Editing; Language Usage; *Technical Writing; *Writing Improvement

Noting that accounting reports, including management advisory service (MAS) studies, reports on internal control, and tax memoranda, often appear rather dense and heavy in style--partly because of the legal environment's demand for careful expression and partly because such documents convey very complex information--this paper presents four principles for improving the reports' effectiveness: (1) state recommendations or conclusions early; (2) be concise, use simple sentences, and avoid convoluted grammar; (3) develop an active or vigorous writing style; and (4) create white space--make the document easy and appealing to read. The paper analyzes a summary from an MAS report and a client letter on internal control in light of the four principles and presents edited versions of the two documents with illustrative commentary. (JL)

ED 229 784 CS 207 529

*Howard, C. Jeriel*
The Politics of Basic Writing: Program Administration.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Rank (Professional); *Basic Skills; College Faculty; Higher Education; Intellectual Disciplines; Part Time Faculty; *Professional Recognition; *Program Administration; *Teacher Administrator Relationship; Teacher Militancy; Writing Instruction; *Writing Skills
IDENTIFIERS- *Basic Writing

Basic writing (BW) programs and teachers are often victims of the various political systems of academia. Administrators seldom devote energy or funds to BW programs and expend little effort to secure qualified faculty for them. BW courses are most frequently taught by part-time faculty, largely in unsupervised situations and without a common syllabus or text. Qualified faculty interested in BW are often denied tenure or are restricted in ranks. The academic community is not ready to confront the reality that BW is a bonafide specialization: tenure and promotion committees refuse to recognize work done in the field, BW classes are assigned the worst facilities, and the administration often intrudes into the scheduling and curricula of BW programs. BW teachers can do six things to fight back: (1) refuse to hire incompetent teachers just to staff sections; (2) refuse to accept second-class status among the ranks of academia; (3) become involved in decision-making committees; (4) ask for the material and personnel that are needed through the proper channels, with proper supportive data, at the proper time; (5) continue to work within their professional organizations; and (6) legitimize BW as an academic specialization by engaging in scholarly and professional activities. (JL)

ED 229 785 CS 207 530

*Whitlock, Roger*
Writing in the Introductory Literature Class.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Assignments; Higher Education; Instructional Improvement; *Literary Criticism; *Literature Appreciation; *Narration; *Personal Narratives; Student Characteristics; Student Needs; *Teaching Methods; *Writing Exercises

The typical assignment in introductory literature courses asking students to interpret the meaning of a work is inappropriate for most college students because it makes demands they cannot meet, it does not give them transferable skills, and it does not promote a love of literature. Instead, teachers should give assignments that encourage students to produce writing that gives its readers a glimpse into the process by which a particular student has understood or even failed to understand a work of serious literature. Assignments for specified audiences and purposes that ask students to write letters and reports about how they experienced what they have read can produce such writing. By doing such assignments, students discover that their opinions and experiences are important and thus they learn to express themselves rather than to write what they think the teachers want them to write. (Sample assignments are included.) (JL)

ED 229 786 CS 207 531

*Bloom, Lynn Z.*
Autobiography and Audience.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Mar 83
GRANT- 0042-79-740
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Autobiographies; *Comparative Analysis; *Descriptive Writing; Diaries; Higher Education; Personal Narratives; *Teaching Methods; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *Audience Awareness

Unlike less skilled writers, who are intensely writer-oriented, skilled writers of personal essays and autobiographies are reader-oriented and demonstrate a conscious concern for their external audience. Student writers can develop a sense of an external audience by analyzing parallel autobiographical text selections of skilled and unskilled writers. They can contrast "The Diary of Isaac Dodd" with Mark Twain's more skillful "Autobiography" to learn about authorial perspective. A comparison of Isaac Dodd with Natalie Crouter's "Forbidden Diary: A Record of Wartime Internment, 1941-45" will demonstrate the principles of ordering events and proportioning for emphasis. Contrasting "Diary of the Michigan Farmer's Wife" with Mark Twain can help students learn how the author's additional interpretation of events is often necessary to make the material more understandable to an unfamiliar audience. Finally, a comparison of "Wishes are Horses: Montgomery, Alabama's First Lady of the Violin" by novice writer Fanny Marks Seibels, with Maxine Hong Kingston's "The Women Warrior: Memoirs of a Girlhood Among Ghosts" will show how skilled writers present numerous, varied, individualized, and complex personae. Such examinations will enable student writers to ask such questions as (1) Who will read this? (2) What will they find interesting or significant? (3) What should be supplied or eliminated to emphasize the interesting or significant? (4) Does the organization reflect the intended emphasis? and (5) How much overt interpretation is needed? (HTH)

ED 229 787 CS 207 532

*Miller, Randall*
Inner-Tennis Principles Applied to Writing.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; Literary Styles; Student Teacher Relationship; *Teaching Methods; *Writing (Composition); *Writing Exercises; *Writing Instruction
IDENTIFIERS- *Audience Awareness; *Journal Writing

Some principles upon which writing assignments can be built include the following: (1) different skills are involved in the steps of writing, rewriting, editing, and proofreading; (2) writing is a subconscious act involving the holistic powers of the right brain; (3) students become aware of their performance through accurate feedback; (4) real learning comes only when there is inner motivation; (5) students should avoid false goals and divided wills; (6) the more the students become involved in the writing task, the more effort is applied; (7) concentration and enjoyment are essential to the best kind of writing; and (8) quality work comes only with oneness with the task. An application of these principles to writing exercises can involve an assignment such as asking students to write in a personal journal each week. This allows students to feel free to write and express their ideas without concern for writing for an English teacher. The journal can also serve as a sourcebook for later writing assignments. Free writing assignments help students to write without consciously thinking about ideas. Shared writing experiences create real audiences for what the students have to say and make the student care about and be aware of audience response. Appropriate teacher and peer responses offer students accurate feedback for writing improvement to occur. Finally, a series of assignments that encourage students to write for fun can take advantage of imitation as a means of helping students to become aware of different styles from different authors and of incorporating those things into their own style. (HOD)

ED 229 788 CS 207 533

*Heffernan, James A. W.*
Getting the Red Out: Grading without Degrading.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Feedback; *Grading; Higher Education; Literature;
Secondary Education; *Teacher Response; *Teacher Role; Teaching Methods; Writing (Composition); *Writing Evaluation; *Writing Instruction

The tendency to read for errors is an occupational hazard for writing teachers, but there is something profoundly wrong in measuring progress by measuring the reduction of errors. To begin breaking this habit, teachers must first recognize the fundamental hypocrisy in making correction markings that are at odds with the intended message (i.e., letters or word fragments to signify a sentence fragment). Also, many errors defy classification and cannot be remedied by such simple coded instruction. Most important, however, is the fact that doggedly reading for errors keeps the reader from seeing anything else. Error markings in passages by notable authors trip the reader on the errors, while reading those same passages void of the correction marks evokes in the reader the images and emotions intended by the authors. This is not to say that teachers should stop noticing errors altogether. They have a duty to help students correct errors that leap out and disconcert the reader, but they should not read for errors to the exclusion of everything else. They have a duty to listen for the human voice in student papers as well, to believe that every student paper may contain at least one sentence that is remarkably good, however flawed by errors, and to show the student what he or she has done right. (HTH)

ED 229 789 CS 207 534

*Rodrigues, Raymond J.; Rodrigues, Dawn*
CAI Invention Strategies.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Programs; Elementary Secondary Education; Online Systems; *Prewriting; Problem Solving; Research Needs; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Invention (Rhetorical)

Prewriting programs using computers fall into two broad categories: interactive and noninteractive. An early example of a noninteractive program is that of Ellen Nold, called "Cinnamon." Its purpose was to present the student with a series of content questions. In answering such questions, the student would be accumulating a set of data that could be incorporated later into a piece of writing. In another noninteractive program, Nold forced her students to consider their audiences. Parallel to Nold's, but somewhat interactive, is a program developed by William Wresch. In his program, Wresch includes specific questions designed to help students structure their writing. An interactive invention program developed by Hugh Burns makes use of the tagmemic matrix of Young, Becker, and Pike; the pentad of Burke; and the enthymeme topoi of Aristotle. A program by Helen Schwartz leads students through prewriting exercises specifically designed to develop their ability to write literary papers. A more recent interactive invention program based upon creative problem-solving techniques makes use of visual synectics, in which a student selects a picture or views a graphic display on the monitor, lists elements of the picture onto the computer, and then relates, through comparisons, how the elements compare to the topic. Along with these developments are the new research questions raised by computer assisted writing instruction. One possible area of research concerns the nature of computer responses as rewards. Another area of investigation might be culturally determined learning styles. Thus, while computer assisted writing programs are exciting tools, they also provide variables for further research. (HOD)

ED 229 790 CS 207 535

*Masse, Roger E.*
Editing in Technical Communication: Theory and Practice in Editing Processes at the Graduate Level.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Course Content; Course Descriptions; *Editing; Graduate Study; Higher Education; Interpersonal Communication; Teaching Methods; *Technical Writing; *Writing Processes
IDENTIFIERS- New Mexico State University; Research Papers (Students)

At New Mexico State University, technical communication teachers have developed a course to teach editing processes to graduate students who take the advanced workshop in technical and professional communication. In this seminar group, students work on writing processes; editing processes; written, edited, and tested products; and oral processes and products. Special consideration is given to M.F. Buehler's levels-of-edit, which include combinations of nine types of editing activity: coordination, policy, integrity, screening, copy clarification, format, mechanical style, language, and substantive. These types are then combined into levels that are used according to the kind of editing needed for publication. Before students engage in editorial dialogues with a writer, they read articles that offer techniques to enable them to talk with, not at, writers. Articles might include those by Mary S. Hageman, Louise M. Vest, and Patrick M. Kelley. The final activity requires the students to conduct research on editing processes and to develop their own theory of editing. After reviewing the literature, students then combine their research with a description of their editing processes. (HOD)

ED 229 791 CS 207 536

*Hocking, Joan*
The Impact of Microcomputers on Composition Students.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- College English; *Computer Assisted Instruction; *Course Evaluation; Educational Change; Educational Trends; Higher Education; *Microcomputers; *Prewriting; *Student Reaction; Teaching Experience; *Writing Instruction
IDENTIFIERS- *Freshman Composition

To determine whether computer assisted instruction was just a fad or a viable alternative to traditional methods for teaching English composition, a microcomputer was used in a traditional college freshman English course. The class was divided into small groups: some went to the computer lab, while others worked in the classroom. Interactive programs were designed as prewriting activities to structure brainstorming, to force students to think and rethink their topics, and to enable them to see more possibilities for handling their subjects. In response to an informal, general evaluation of the course, 70% of the students indicated that they liked the programs. However, many neither liked it as well as nor found it as helpful as individualized attention from the instructor or small group work. The greatest benefit appeared to be that students worked harder at writing their papers. Teaching difficulties were much more prevalent. Lack of sufficient equipment, inability to obtain a suitable room set up, and equipment breakdown were common complaints. Teachers also encountered logistical and scheduling problems. Based on this experience, the following conclusions were made: (1) the use of the computer will not reduce the amount of work the instructor must do; (2) the microcomputer is a viable alternative to traditional methods for teaching composition--but it is not for everybody; (3) the present form of microcomputer usage is almost certain to change drastically; (4) microcomputer usage could change the present instructional situation, for instance reducing class size; and (5) English instructors should keep an open mind at the possibilities that the computer may offer. (HOD)

ED 229 792 CS 207 537

*Wresch, William*
Essay Writer: A Program to Help Students through the Writing Process.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; *Essays; Higher Education; Teacher Role; *Writing Exercises; *Writing Instruction; *Writing Processes

A five-part computer program helps college students generate essays. Its first part, a list generator, forces students to consider a number of subjects and to select one that is reasonably defined. The second part of the program asks a series of questions to elicit information about the chosen topic and to shape the information into appropriate paragraph form and essay type (argumentative or descriptive). The third part of the program orders all the data and combines them, with some transitions, to create a complete essay, while the fourth section transmits the essay to a screen, printer, or floppy disk. In its last section, the program explains how and why it did what it did in order to help the student understand and apply the approach without the computer. (An example of a student essay written on the computer is included.) (JL)

ED 229 793 CS 207 538

*De Jarnette, Glenda*
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Aphasia; Cerebral Dominance; *Communication Problems; *Language Processing; Lateral Dominance; *Neurolinguistics; *Neurological Impairments; *Oral Language; Remedial Instruction; Speech Communication; Speech Therapy; Writing (Composition); Writing Instruction
IDENTIFIERS- *Writing Difficulties

Vertical and lateral integration are two important nervous system integrations that affect the development of oral behaviors. There are three progressions in the vertical integration process for speech nervous system development: R-complex speech (ritualistic, memorized expressions), limbic speech (emotional expressions), and cortical speech (reasoning or logical expressions). Multimodality loss of language (aphasia) due to stroke results in deficits in auditory comprehension, speaking, reading, writing and mathematical calculation, but not in intellect. Characteristics common to aphasias are reduction in available vocabulary and release of lower speech center response (limbic and R-complex speech). A second type of cerebral infarct commonly affecting linguistic abilities is head trauma, producing cognitive-linguistic deficits, rather than aphasia. Symptoms might include impulsivity, reduced attention span, reduced retention for new learning, egocentric orientation in expression, and release of lower-level speech responses. The assessment of written language of those with neurogenic communication disorders is usually dictated by the degree of motor and visual involvement. However, in cases where residual abilities are demonstrated, informal assessment should entail observations of writing mechanics, spelling, punctuation, syntactic complexity, and pragmatics. Remediation for those with neurogenic disorders should be structured in the following way: (1) prewriting (tracing and copying); (2) writing words; (3) writing sentences; and (4) writing sentences in paragraphs--keeping in mind that writing should be facilitated through continuous, patient-appropriate stimuli which encourage self-monitoring and discovery of linguistic constructs. (HOD)

ED 229 794 CS 207 550

*Carter, Ronnie D.*
A Survey of Revision Practices in Today's Advanced Composition Course.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Editing; Higher Education; *Revision (Written Composition); Surveys; Teacher Attitudes; *Teacher Role; *Teaching Methods; Writing Exercises; *Writing Instruction; Writing Processes; *Writing Research

Almost 600 questionnaires were sent to private and public colleges and universities in a nationwide survey of their revision practices in advanced composition courses. Among the results were the following: (1) the teacher figured most powerfully in any revision activity; (2) a single mode of revision was the prevailing practice; (3) private schools gave more writing assignments; (4) most teachers required all types of papers to be revised; (5) between 10% and 30% of class time was devoted to revision/editing; (6) almost all revision/editing sessions took place in the classroom; (7) teachers gave revision and editing no or little grade weight; and (8) the majority of teachers were happy with current revision practices, with 25% planning to increase the time spent on revision, and no one planning to decrease it. Although referred to as a single entity in the survey, revision and editing are two different processes. In addition, revision must be taught in all the stages of a text's development. Finally, the great variety evidenced in the advanced composition course is a sign of health. (The paper concludes with the comments and reflections of a large number of survey respondents.) (JL)

# DOCUMENT RESUME

ED 229 795 CS 207 593

*Marshall, James D.*
Schooling and the Composing Process.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
GRANT- NIE-G-79-0174
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Educational Environment; *Environmental Influences; High School Students; Secondary Education; *Student Reaction; Student Teacher Relationship; Teacher Role; Writing Exercises; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Audience Awareness

To examine how the school environment shapes the composing process, a series of interviews were conducted over 16 months with a sample of students from an academically oriented high school. After an initial background interview, each student met biweekly with one member of the research staff and discussed the writing he or she had done since the last interview. The analysis of writing function distinguished among three general uses: imaginative writing, personal writing, and informational writing. Audience analysis distinguished among self, teacher as part of an instructional dialogue, teacher as examiner, and wider audience. Students' reports on their writing instruction revealed few available options when they wrote for school. They shaped their messages within a narrow range of purposes and within rather severe formal constraints. The students' sense of audience profoundly affected their attitudes, so that with most of their work done for the teacher as examiner, they were less likely to engage themselves fully in the task. In general the results suggest that the nature of the writing students are asked to produce, the instructions they are given, and the responses they receive have a dramatic impact on the written product. (HOD)

ED 229 796 CS 207 594

*Wulfemeyer, K. Tim*
Anonymous Attribution in "Time" and "Newsweek": Frequency and Form.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Content Analysis; *Information Sources; *Journalism; Media Research; *News Reporting; *Periodicals
IDENTIFIERS- *Anonymous Attribution; Newsweek; Time Magazine

One issue each of "Time" and "Newsweek" from each month of 1982 was selected at random and content analyzed to determine the use of anonymous attribution. Stories from the "National/Nation" and "International World" sections were analyzed for use of anonymous sources, that is a direct or paraphrased quote attributed to an unnamed person or unnamed persons. For each story, several items were noted: the presence or absence of anonymous sources, the number of different anonymous sources quoted, the total number of anonymous attributions, and the types of anonymous sources quoted. Of the 388 stories analyzed, 216 stories dealt with national events and issues, while 172 stories dealt with international events and issues. Results revealed the use of 1,274 unattributed quotations. "Newsweek" tended to quote unnamed sources more often than did "Time." Overall, more than eight in ten stories contained anonymous attribution with unnamed sources quoted more often in international stories than in national stories. High status sources were quoted most often, followed by neutral sources, subordinates, experts, friends or foes, and associates. Some "official" was the most common specific source quoted, followed by aides, diplomats, and experts. "Newsweek" quoted officials and sources more often and advisers less often than did "Time." The findings suggest that the abuses of the anonymous source practice by Janet Cooke and others have not prompted the reporters, writers, and editors at "Time" and "Newsweek" to restrict their use of anonymous attribution. (HOD)

ED 229 797 CS 207 595

*Wulfemeyer, K. Tim; McFadden, Lori L.*

The Effects of Actualities on the Recall of and Interest in Radio Newscasts.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Auditory Stimuli; Aural Learning; *Listening Comprehension; Mass Media Effects; *Media Research; *News Reporting; *Programing (Broadcast); *Radio; Recall (Psychology); Sensory Experience; Verbal Stimuli
IDENTIFIERS- *Audience Response; Media Appraisal

To determine whether aural enhancements, or actualities, increase either audience recall of, or interest in, radio newscasts, two versions of the same newscast were presented to different groups of university students. One group heard the control report while the other listened to an experimental report supplemented with actualities. A multiple-choice quiz administered to each group following the newscasts indicated a negative correlation between the use of actualities and both listener recall and interest. These findings, contradicting earlier studies that revealed no difference between experimental and control groups, might be influenced by the following: (1) the shortness of the simulated newscast; (2) the use of aural enhancements in consecutive news items, possibly diminishing the technique's effect; (3) the difficulty of the questions based on actualities; and (4) the homogeneity of the listener population. The results indicate that while actualities might help illustrate a news item, a straight delivery is more effective in providing specific information. Radio news, the listeners also suggested, could be made more interesting through a slower, clearer delivery, more significant news, and a greater use of humor and human interest stories. (MM)

ED 229 798 CS 207 596

*Wilkins, Lee*
Humankind, Nature and the New Journalism: A Return to the Mythopoeic.
PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTIONS- *Intellectual History; *Literary Devices; Literary Styles; *New Journalism; News Reporting; *News Writing; Philosophy; *Romanticism
IDENTIFIERS- *Journalism History

The New Journalism, which uses literary techniques usually restricted to fiction, has been categorized and analyzed from a number of perspectives, but little effort has been made to delineate its intellectual and philosophical roots. The New Journalism arose from the intellectual tradition of Romanticism, as opposed to Classicism, the movement that dominated traditional journalism. The adoption of Romanticism meant that journalists could form a world view in which humankind was considered an inseparable part of nature, subjective perception had an equal place with that of the omniscient observer, and knowledge could be acquired through personal experience rather than through exclusive reliance on logic and scientific modes of inquiry. The result has been that New Journalists have not only adopted a wider variety of literary techniques than those employed by traditional journalists, but have also been willing to explore areas that traditional writers have considered "impossible" to cover. This expanded world view has resulted in a return to an ancient epistemological foundation: a mythopoeic world view. This return has meant that journalism's intellectual milieux has for the first time placed an equal emphasis not only on what is known but also on how that knowledge came to be acquired. This change in emphasis has profound implications for the types of reporting journalists attempt as well as the results of that reporting. (FL)

ED 229 799 CS 207 600

*Ziv, Nina D.*
Peer Groups in the Composition Classroom: A Case Study.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Techniques; College Freshmen; Expository Writing; Higher Education; *Peer Evaluation; Student Role; Teacher Role; *Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Research

A study examined peer group writing evaluation in the classroom. Freshmen in expository writing classes were trained at the beginning of the semester to respond first to the ideas in the essays, and only after giving the writer feedback on this level were they to help the writer with mechanics and syntax. After being divided into groups of four or five, the students read their first drafts aloud, with each peer in turn criticizing the writer's work orally and in written comments on the copies. These comments were used in writing second drafts, which were turned in to the teacher, whose comments were then used for the final draft. The peer groups generally followed the same pattern of development. In the early stages, the majority of comments were positive evaluations of a writer's work. Along with these supportive comments were criticisms of content and form, which the writers did not always use in their revisions (reflecting their resentment at being criticized by someone other than the teacher, as well as a lack of experience in revision). Comments about grammar, punctuation, and syntax were more helpful. The peers were able to pinpoint surface level problems and offer solutions. As the semester progressed, the peers began to suggest ways that the writer might revise a text instead of merely criticizing the writer. (HTH)

ED 229 800 CS 504 123

*Losee, Doug*

An Adaptation of Constructive Alternativism as Theory for Audience Analysis.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); Higher Education; *Literature Reviews; *Public Speaking; *Speech Communication; *Speech Curriculum; Teaching Methods; Textbook Content; Textbooks
IDENTIFIERS- *Audience Analysis; *Audience Response

An examination of audience analysis factors in representative communication textbooks indicates that current pedagogical applications are broadly categorized into demographic and dispositional properties. The adaptation of constructivist theory to audience analysis can give speech students reasons why the speaker-audience relationship is as it is. To develop a conceptual framework for understanding the speaker-audience relationship, 12 corollaries (based on George A. Kelly's theory of constructive alternativism) should be considered: (1) the ultimate success of a speech depends on the speaker's ability to anticipate audience response; (2) an audience member comes to the speech occasion with past knowledge of the speaker's topic; (3) as the audience listens to the speech and hears threads of information consistent with accumulated knowledge, its construction systems and meanings will fluctuate between agreement/disagreement and clarity/confusion; (4) members of the audience will not respond to a speaker and speech similarly; (5) as the speaker addresses an audience, he or she must attempt to imaginatively construct how the audience will interpret the message; (6) each audience member organizes his or her unique construct; (7) the range of convenience of a construct's applicability in explaining phenomena is dependent on a listener's experience and openness to change; (8) audience members will differentially respond to messages in part or whole; (9) the audience will successively employ a variety of incompatible interpretations; (10) a speaker's efforts ought to be directed toward increasing cognitive specificity for a content domain of the audience; (11) the audience member's possible influence by a message is dichotomous; and (12) the audience must choose between the two poles of their dichotomies according to their anticipations. (HOD)

ED 229 801 CS 504 162

*Austin, Bruce A.*
Portrait of an Art Film Audience.
PUB DATE- 28 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; *Audiences; Communication (Thought Transfer); *Films; *Media Research
IDENTIFIERS- *Art Films; *Audience Analysis; Audience Response

A study was conducted to create a portrait of a contemporary art film audience. A survey containing open- and close-ended questions was sent to 329 persons on the mailing list of the International Museum of Photography at the George Eastman House in Rochester, New York, an institution that also runs an art theatre. Among others, analysis of the 226 usable surveys that were returned produced the following conclusions about this group: (1) they are highly educated, enthusiastic movie-goers; (2) they are more likely than other film audience samples to report movie-going as their favorite leisure activity; (3) they are frequent movie-goers; (4) they perceive their art film theatre as offering a unique alternative to commercial cinemas; (5) a majority planned their last attendance at the art theatre at least one week in advance; (6) while the typical attendance unit was the couple, 30% attended alone the last time they went; (7) they are interested in learning about the films they see; and (8) unlike the majority of U.S. movie-goers, they express only a modest preference for American films over foreign movies. (JL)

*Garrison, Bruce*

Legislators' Images of Mass Media News Reporting Performance.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Attitude Measures; Attitudes; Ethics; *Legislators; Local Issues; *News Media; *Newspapers; *News Reporting; *State Government
IDENTIFIERS- *Media Government Relationship; Media Role

To explore the relationships between the news media and public officials, a study focused on the perceptions of the capital press corps coverage held by members of a state legislature. Data were collected in Wisconsin, where the state legislature consists of a 33-member senate and 99-member assembly. Questionnaires containing semantic differential scales developed to determine public images of mass media institutions were mailed to all legislators, 69 of whom responded. Results indicated that the legislators rated television and radio coverage more favorably than newspaper coverage and that they saw far less distinction between statewide or district coverage in both forms of news media. The findings are similar to earlier findings and indicate that ethics remain an important dimension of media performance in the eyes of legislators, as do media potency, style, quality, and stability. (JL)

ED 229 803 CS 504 164

*Cottrell, June S.*
Guided Imagery as a Bi-Modal Approach to Preparation for Performance.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cerebral Dominance; *Drama; *Interpretive Skills; Literature Appreciation; Nonverbal Communication; *Oral Interpretation; Poetry; Sensory Experience; Sensory Integration; *Sensory Training; Speech Communication; *Teaching Methods; Visual Perception

Each hemisphere of the brain has several primary functions that are interesting to explore in terms of all areas of creative endeavor, particularly those involving both speech/language and imagery. Therefore in preparing students to interpret and share the artisitc expression of the poet, the writer, the storyteller, or the dramatist, the teacher should explore not only the symbolism but also the sensory experiences, the visual imagery, the spatial perceptions, and the fantasies that are ultimately manifested through the artist's language. Techniques and exercises that can stimulate such right hemisphere activities include spatial perception; visual imagery, including shape, form, direction, facial expressions and physical appearance; and the perception of nonlinguistic environmental sounds. First, it is important to create the right environment. Everyone should be made as comfortable and relaxed as possible. At this time simple suggestions can be made to clear the mind of any intrusive thoughts. Next, students are moved into more extended work in imagery such as the guided fantasy, or personalized, subjective explorations in which they are sidecoached through an adventure in a specific environment. During the debriefing, students are urged to talk about "what happened" and to share their metaphoric adventures. What follows next may be the actual work with the performance of the literature or additional work with right hemisphere functions. In this way, right hemisphere experiences can be translated into language or speech. (HOD)

ED 229 804 CS 504 169

*Virts, Paul H.*

Changing Public Interest Values in Broadcast Deregulation.
PUB DATE- 7 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Broadcast Industry; *Federal Regulation; *Models; Public Agencies; *Public Opinion; Public Policy; *Radio; *Standards
IDENTIFIERS- *Deregulation; *Federal Communications Commission

Because the Federal Communication Commission's (FCC) decision to deregulate commercial radio has created great controversy over what constitutes "public interest" in broadcast deregulation, this paper provides a brief historical analysis of the bases for defining the public interest standard in broadcast regulation and examines the use of marketplace forces in defining the public interest in radio deregulation decisions. After the introduction of the problem, the first part of the paper traces the origin of the public interest standard and the arguments the regulators have used to rationalize their public interest determination. The paper then explains how the FCC has based it movement toward deregulation on the idea that marketplace forces, not government regulations, have come to dominate commercial radio. Major arguments against the FCC's view are then reported, and the ways in which the FCC has modified its reliance on the marketplace model are detailed. The paper concludes with a lengthy discussion of the entire controversy, pointing up weaknesses and inconsistencies in the FCC's use of the marketplace model. (JL)

ED 229 805 CS 504 171

*Francesconi, Robert*
Argument and Truth: Some Epistemological Questions.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Beliefs; *Epistemology; Persuasive Discourse;
*Rhetoric; Sociocultural Patterns; Speech Communication

Rhetoric must be defined not merely as a way of transmitting knowledge, but as a way of knowing. Knowing is a social act, requiring the mind to categorize sensory data intersubjectively, according to category systems that are socially generated and consensually validated. The dissociation between knower and known implied by the stance of objectivity ignores this relationship between knower and known. But denial of "absolute truth" does not lead to solipsism. Intersubjectivity assumes that the relationships between events are posited by those who are in interaction with the phenomena observed and that these relationships are verified through discourse. This perspective points up the unity of rhetoric and knowledge. That which is "truly believed" is a socially held belief resting upon evidential references to the empirical world which find wide agreement. Attitudes toward belief define what is and is not considered knowledge. Finally, if rhetoric is a construction of reality into socially meaningful patterns--a way of knowing--consensus becomes the outcome of argument that creates meaningful and useful patterns. (JL)

ED 229 806 CS 504 183

*Hellweg, Susan A.; Phillips, Steven L.*
Communication Policies and Practices in American Corporations.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; *Communication Research; *Organizational Communication; Organizational Effectiveness; *Organizations (Groups); *Policy
IDENTIFIERS- *Communication Directors

A survey was conducted of the personnel directors in the "Fortune" 500 listing of top American corporations to determine their current communication policies and practices. A follow-up survey focused on the 98 companies that had indicated that they employed a communication director. Among the major findings of the survey are the following: (1) although many corporations have a communication director, in the majority of cases this person has responsibilities other than just the management of internal communication; (2) the job functions of communication directors appear to reach across the broad spectrum of internal and external communication; (3) a number of corporations have undergone a communication audit process, recognized its benefits, and accepted the recommendations emanating from it; (4) between 20% and 45% of the corporations conduct communication training programs for employees; (5) communication is recognized as an extremely important tool by 45% of the corporations, and as a moderately important one by another 29%; and (6) despite the fact that these corporations generally allocate resources toward the communication effort--institute feedback sessions--and have established policy statements regarding their communication programs, their communication on the whole is regarded by their personnel directors as timely, accurate, and adequate less than 75% of the time. (FL)

ED 229 807                                        CS 504 184

*Mott, Donald R.*
The New Film Technologies: Computerized Video-Assisted Film Production.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Graphics; Computer Science; Digital Computers; Film Industry; *Film Production; *Production Techniques; Special Effects; *Television; *Video Equipment
IDENTIFIERS- *Coppola (Francis Ford); *Lucas (George)

Over the past few years, video technology has been used to assist film directors after they have shot a scene, to control costs, and to create special effects, especially computer assisted graphics. At present, a computer based editing system called "Film 5" combines computer technology and video tape with film to save as much as 50% of the cost of conventional film editing processes. Filmmaker George Lucas has a group working to provide future services to filmmakers in the areas of a database for film production, a digital sound process, computer graphics, and video editing. Unlike Lucas, filmmaker Francis Ford Coppola stresses the ways technological efficiency can encourage human and creative processes in filmmaking. His "electronic cinema" concept uses information processing systems to blend the currently separate processes of preproduction, production, and postproduction. Besides their use in generating more sophisticated computer graphics in such films as "Tron," computerized video assisted production techniques currently under development will soon revolutionize the cinema. (JL)

ED 229 808 CS 504 188

*Acker, Stephen R.; Larson, Timothy L.*
KSL-TV--First in the U.S. with Teletext.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Information Services; *Telephone Communications Systems; *Television; Video Equipment; *Videotex
IDENTIFIERS- *Station KSL TV UT; *Two Way Television

Under an experimental license issued in 1978, KSL-TV in Salt Lake City, Utah, provided 120 pages of teletext information to its viewers. In choosing this system, the station had to decide between it and a videotext system. Although videotext systems permit two-way communication, usually over telephone lines, teletext broadcast technology is much cheaper. The cost for a decoder, a critical factor in the consumer's acceptance of either system, is expected to decline for both technologies. In teletext, access cost is zero, while in videotext the information provider has the option of charging users. It is possible that videotext's interactive capability and superior graphics will increase its penetration into paying households. Although teletext and videotext provide similar mass market services, videotext has substantially more flexibility and speed. Since systems currently being used in different countries are incompatible, establishing technical standards in the areas of data format, transmission, and display is of key importance. Current trends and the growing home computer market favor the growth of videotext, but KSL-TV's experiment showed the value of teletext as an interim information system. (JL)

ED 229 809 CS 504 190

*Smeltzer, Larry R.; Watson, Kittie W.*
Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Business Communication; Communication Apprehension; Communication Research; *Demonstrations (Educational); *Discussion (Teaching Technique); Higher Education; *Incentives; *Lecture Method; Listening Comprehension; *Listening Skills; Motivation

Two studies compared strategies used to improve listening skills in business communication settings. The first study analyzed the effect of discussion length and incentive level on the ability of 347 business communication students placed in differing discussion and incentive groups to identify main points in 22 short, recorded dialogs. Results indicated that both class discussion and high incentive increased scores on a listening test. The second study analyzed the effect of lecture type or demonstration on the ability of 72 business communication students divided into a control group, a group receiving a 45-minute lecture on listening, and a group receiving the lecture plus a 30-minute videotaped demonstration of listening skills to ask questions, take notes, and summarize material; it also examined the relationship between listener apprehension and the frequency of asking questions. Results revealed that students exposed to a lecture plus a videotape asked more questions than the other students and that the quality of the student summaries was higher and notes were taken more frequently by students exposed to a lecture than by students not exposed to it. There was no significant relationship between listening apprehension questionnaire scores and the number of questions asked. (JL)

ED 229 810 CS 504 194

*Hellweg, Susan A.*
Organizational Grapevines: A State-of-the-Art Review.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Behavior Patterns; *Communication Research; *Informal Organization; Information Systems; Management Systems; *Organizational Communication; Organizations (Groups); *Research Methodology; Social Exchange Theory
IDENTIFIERS- Ecco Analysis; *Grapevines (Communication)

Noting that the informal communication network or grapevine plays an important role in organizational functioning, this paper reviews research focusing on organizational grapevines from the communication, organizational psychology, and management literature. Among the issues discussed in the review are (1) the speed and accuracy of the grapevine, (2) media, (3) direction of grapevine flow, (4) initiators and recipients of grapevine information (organizational position and level, sex, functional grouping, and tenure), and (5) perceived value or influence of the information. The paper presents a number of generalizations based on the review, compares the research methodology used in the studies, and evaluates ecco analysis as an effective tool for measuring grapevine communication. (FL)

# DOCUMENT RESUME

ED 229 811 CS 504 198

*Prentice, Diana B.*
Analysis in Lincoln-Douglas Debate.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Debate; Discourse Analysis; Higher Education; Persuasive Discourse; *Policy; Speech Communication; *Teaching Methods; *Values; *Values Education
IDENTIFIERS- *Lincoln Douglas Debate Style

Lincoln-Douglas style debate will not reach its objectives as value-oriented argumentation until debaters are trained in values analysis. Lacking adequate theoretical and practical literature and unsure of this relatively new debate format, coaches and debaters fail to develop an adequate understanding of what a value is and how it relates to policy decisions. To help solve these problems, values analysis in Lincoln-Douglas debate should take place on three levels: (1) the nature of values and their effect on decision making, (2) the values inherent within a given topic, and (3) the conflict between opposing values presented in a debate. Debaters are often unfamiliar with values language, unaware of how values operate in our personal lives and in public decision making, and uncertain of how values and policy interact. Brainstorming and seeking out values language while researching the topic can help students seek out the values in a given topic. Argument analysis can be used to compare and contrast values positions. (An appendix outlines lectures and projects for teaching analysis and provides a resource list of books and articles.) (JL)

ED 229 812 CS 504 199

*Hirvela, David P.*
The Critique Circle: A Technique for Teaching Oral Performance Criticism.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Acting; Critical Thinking; *Dramatics; *Evaluation Criteria; *Evaluation Methods; Higher Education; Instructional Improvement; *Peer Evaluation; Role Models; Student Reaction; *Teaching Methods
IDENTIFIERS- *Critique Circle

The critique circle is a pedagogical technique for involving students in the process of oral evaluative criticism of performance work. After the performance of scenes, students gather in a circle. Any student may begin the critique and responses proceed around the circle in a clockwise fashion, with the rules requiring each student to evaluate or pass. Rather than functioning as the omniscient evaluator who controls and leads the discussion, the instructor evaluates the critical comments of each student based on such criteria as the ability to recognize crucial skills and whether these skills are being used effectively or ineffectively, the use of appropriate terminology, effectiveness as listener and speaker, and so on. Among its advantages as a pedagogical method, the critique circle helps students to take critical responsibility seriously, to gain abilities in recognizing important performance skills, to increase listening skills and confidence, to participate more equally in discussion, and to receive immediate feedback. (JL)

ED 229 813 CS 504 200

*Elliot, Linda; And Others*
Teaching Speech-Communication: Guidelines for Teachers of the Required Speech Communication Course in Idaho Schools.
**Idaho State Dept. of Education, Boise. Bureau of Educational Services.**
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Communication Skills; Course Descriptions; Interpersonal Communication; Public Speaking; *Speech Communication; *Speech Curriculum; *Speech Instruction
IDENTIFIERS- *Idaho

Designed to aid school districts, administrators, and teachers in meeting the Idaho Department of Education Speech Communication requirement, this pamphlet first defines the learning-teaching environment for the speech communication course, describes who should teach it, and justifies its inclusion in the school curriculum. The main part of the pamphlet consists of a suggested outline for the course divided into four units: (1) introduction to the communication process, (2) building interpersonal communication skills, (3) small group communication, and (4) public speaking in the speech communication course. Suggested content and learning activities as well as resources for additional activities are given for each unit. The document concludes with a bibliography of general works on teaching speech communication. (JL)

ED 229 814 CS 504 201

*Austin, Bruce A.*
Researching the Film Audience: Purposes, Procedures, and Problems.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Audiences; Behavior Patterns; Communication Research; Decision Making; *Films; Institutional Research; *Research Methodology; *Research Needs; Research Opportunities; *Research Utilization
IDENTIFIERS- *Audience Research

Film audience research complements institutional research, verifying scholarship on the meanings films have to viewers and providing broad-based explanations of film images. Most important, such research focuses on the decision and motivation processes people use before they set foot in the movie theater, thereby helping to construct a context within which other kinds of film research may be initiated, interpreted, and integrated. Audience research can also be used for policy issues at the formulation, implementation, and evaluation stages. Since all research methodologies have their limitations, film audience research requires a variety of approaches, both qualitative and quantitative. Nevertheless, for any film audience study, there is a need for replication and careful analysis of data. Finally, film research cannot overlook the importance of studying the entire population, particularly the nonmoviegoer and the infrequent moviegoer. (JL)

ED 229 815 CS 504 202

*Means, Thomas L.*
The AACSB Seminars on Business Communication: Their Content and Discussion of Their Implications for Business Communication Teachers.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Business Communication; Business Correspondence; *Business Skills; Communication Skills; *Curriculum Evaluation; *Education Work Relationship; Higher Education; *Relevance (Education); *School Business Relationship; Seminars

In 1980 and 1983, the American Assembly of Collegiate Schools of Business (AACSB) held seminars on the teaching of business communication. In the 1980 seminar, three graduate programs were presented. These programs emphasized memorandum and report writing, visual aids, and oral presentations. The graduate programs described at the 1983 seminar were much broader, emphasizing writing letters, memorandums, and reports; oral presentations; interpersonal communication; interviewing; and organizational communication. The 1983 seminar, unlike the earlier one, also included undergraduate programs. These emphasized writing letters, memorandums, and reports; oral presentations; and logic. A survey of the literature shows that business people want colleges to teach more communications courses that will give their employees needed oral and written communication skills and that business communication educators are increasingly concerned with meeting these needs. These conclusions closely match those of an American Business Communication Association (ABCA) ad hoc committee. This match confirms that the broader 1983 seminar reflects the needs of the field. (JL)

ED 229 816 CS 504 206

*Studdert-Kennedy, Michael, Ed.; O'Brian, Nancy, Ed.*
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1983.
**Haskins Labs., New Haven, Conn.**
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
REPORT NO.- SR-73-1983
PUB DATE- 83
CONTRACT- NICHHD-N01-HD-1-2420; ONR-N00014-83-C-0083
GRANT- NICHHD-HD-01994; NICHHD-HD-16591; NIH-RR-05596; NINCDS-NS13617; NINCDS-NS13870; NINCDS-NS18010; NSF-BNS-8111470; NSF-PRF-8006144
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Acoustic Phonetics; Adults; *Articulation (Speech); *Beginning Reading; *Communication Research; Deafness; Elementary Education; Motor Reactions; Perception; Reading Difficulties; Reading Instruction; Second Languages; *Speech Handicaps; Speech Pathology; *Speech Skills; Spelling; Vowels; Word Recognition

Research reports on the nature of speech, instrumentation for its investigation, and practical applications of research are provided in this status report covering the period of January 1 through March 31, 1983. The 16 reports deal with the following topics: (1) the influence of subcategorical mismatches on lexical access, (2) the Serbo-Croatian orthography, (3) grammatical priming effects between pronouns and inflected verb forms, (4) misreadings by beginning readers of Serbo-Croatian, (5) bialphabetism and word recognition, (6) orthographic and phonemic coding for word recognition in Hebrew, (7) stress and vowel duration effects on syllable recognition, (8) phonetic and auditory trading relations between acoustic cues in speech perception, (9) linguistic coding by deaf children in relation to beginning reading success, (10) determinants of spelling ability in deaf and hearing adults, (11) dynamical basis for action systems, (12) the space-time structure of human interlimb coordination, (13) diphthongs, (14) the relationship between pitch control and vowel articulation, (15) laryngeal vibrations, and (16) compensatory articulation in hearing impaired speakers. The report also contains a review of Pierre Delattre's "Studies in Comparative Phonetics." (FL)

ED 229 817 CS 504 207

*Phillips, Steven L.; And Others*

Employee Network Propensity as a Function of Perceived Job Satisfaction, Ambiguity Tolerance, and Locus of Control.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Ambiguity; *Communication Research; Employer Employee Relationship; Engineers; *Job Satisfaction; *Locus of Control; Organizational Climate; *Organizational Communication; *Social Networks

A study was conducted to examine the relationship between three employee variables--perceived job satisfaction, ambiguity tolerance, and locus of control--and an employee's propensity to participate actively in the organization's communication network (network propensity). Relevant data were gathered from 108 members of an engineering firm who represented three employee levels (engineers, engineering supervisors, and department general supervisors). Data analysis indicated that employees with low job satisfaction had a greater propensity to use the informal communication network than did those with high job satisfaction. Conversely, employees with high job satisfaction had a greater propensity to use the formal communication network than did those with low job satisfaction. No relationship was found between the employee personality variables and network propensity. (A copy of the measure of network propensity is appended.) (FL)

ED 229 818 CS 504 208

*Savage, Grant T.; Romano, Richard*

E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US.

PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Employer Employee Relationship; Foreign Countries; Labor Conditions; *Labor Relations; *Organizational Climate; *Organizational Communication; *Organizational Theories; Unions
IDENTIFIERS- Japan; *Quality Circles; *Quality of Working Life

Quality Circle (QC) and Quality of Working Life (QWL) in the United States are similar in that both stress participative decision making, preserve management's prerogative to have the final say, and are voluntary. QC and QWL programs differ, however, in that labor unions are more involved in QWLs; QCs deal only with technical problems related to work while QWLs discuss the entire work environment; and QWLs incorporate representatives from all levels of the organization while QCs limit the circle to employees on the same level. An examination of QCs and labor relations in Japan reveals that labor relations there tend to be both more cooperative and more antagonistic than those in the West because of the presence of enterprise unions, labor-management collusion, traditional dispute settlement, and modern dispute settlement. In Japan, the QCs play an important role in furthering employee interest by offering an alternative to identifying solely with company or union interests and by providing the training needed for advancement. Unlike the QCs in Japan, those in the United States do not consider the needs of the employee participant, stressing instead technical problems. This fact explains why QCs in the United States are initially successful but ultimately fail. For these reasons, QWL programs may be better suited for the United States. (JL)

ED 229 819 CS 504 209

*Perkins, Terry M.*
Who Should Administer the Public Relations Program?

PUB DATE- 18 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Curriculum; Comparative Analysis; Curriculum Design; Departments; Higher Education; *Journalism; *Program Administration; *Public Relations; *Speech Communication

David Clavier advances four arguments for placing administrative control of public relations education programs in the hands of journalism departments: (1) tradition, (2) professional associations, (3) essential skills, and (4) resources. However, there is a trend away from teaching public relations in journalism departments because such curricula tend to emphasize journalism courses and fail to look beyond print media. Journalism's writing skills, professional organizations, and resources tend to be too narrow in focus for the needs of public relations practitioners, and journalistic orientation toward objectivity is at odds with public relations' goal of persuasion. Speech communication departments should assume administrative control of public relations programs for three reasons. First, the public relations specialist's goals of interpersonal, small group, public, and mass communication using print and electronic media are compatible with the existing perspective of speech communication. Second, the need for social-scientific and behavioral theory research can easily be met by departments of speech communication. Third, many mass media programs are closely aligned with speech communication, mass media, and journalism. Speech communication departments can better meet the needs of public relations education than can journalism, by providing a broader grounding in communication theory and practice. (HTH)

ED 229 820 CS 504 210

*McKinney, Bruce C.*
Organizational Climate: A Summary of Research and Controversy.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; Employer Employee Relationship; Evaluation Methods; Job Satisfaction; *Organizational Climate; *Organizational Communication; *Research Methodology; Research Needs; *Research Problems; *Work Attitudes

A review of the literature indicates that while organizational climate has received much attention in the field of organizational communication, it has been studied largely as a worker's perception of his or her work environment as assessed by self-report measures. Reliance upon those perceptual measures has created controversy as to whether (1) organizational climate is an attribute of the organization or perceiving individual, (2) workers can come to a perceptual consensus regarding their perceived work environment, and (3) job satisfaction and organizational climate are redundant dimensions. If research in organizational climate is to progress in the next decade, researchers will have to make use of more objective measures to validate perceptual data, such as nonparticipant observers recording critical behavior sequences among members of organizations. (FL)

ED 229 821 CS 504 211

Profile/83. IABC Special Report.
**International Association of Business Communicators, San Francisco, Calif.**
PUB DATE- 83
AVAILABLE FROM- International Association of Business Communicators, 870 Market St., Suite 940, San Francisco, CA 94102 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Biographical Inventories; *Business Communication; Careers; *Communication Research; Education Work Relationship; Occupational Surveys; *Organizational Communication; Professional Associations; Professional Development; Professional Occupations; Professional Personnel; Public Relations

A survey was conducted by the International Association of Business Communicators (IABC) to create a profile of the profession in 1983. Questionnaires were sent in December 1982 to 1,700 randomly selected members of the IABC in the United States, Canada, and the United Kingdom. Among the results are the following: (1) the typical American communicator (communications or public relations professional) is female, 34, a manager, and earns $24,800; (2) in the past two years, communicators have played a more significant role in the decision making process within their organizations; (3) communication career opportunities are continuing to grow; (4) 9 of 10 communicators are college graduates, and increasing numbers have advanced degrees; (5) most communicators major in journalism or English; (6) half of the communicators work for corporations; (7) communicators see employee morale and productivity as the key issues in the next few years; (8) salaries for communicators are increasing, with pay highest in the Northeastern United States; and (9) the typical communicator has been a member of the IABC for three years and rates the organization's publication service highly. (JL)

ED 229 822 CS 504 215

*McGaffey, Ruth*
Teaching Freedom of Speech.
**Wisconsin Communication Association.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Course Content; Course Descriptions; Court Litigation; *Freedom of Speech; Higher Education; *Speech Communication; Speech Curriculum; *Speech Instruction; Teaching Methods
IDENTIFIERS- *First Amendment

The speech communication department at the University of Wisconsin, Madison, provides a rigorous and legally oriented course in freedom of speech. The objectives of the course are to help students gain insight into the historical and philosophical foundations of the First Amendment, the legal/judicial processes concerning the First Amendment, and the extra-legal forces and contemporary problems that restrict free speech, as well as the communicative process. The course requires a variety of readings, including Z. Chafee's "Free Speech in the United States," F. Haiman's "Speech and Law in a Free Society" and "Freedom of Speech," various Supreme Court decisions, and selections from the "Free Speech Yearbook," communication journals, and law reviews. Guest lecturers, such as attorneys, former graduate students, and First Amendment authorities are frequently invited to speak to the classes. For the two in-class and final exams, students write on two or three topics from a choice of five or six. For the take-home exam, students pretend they are Supreme Court Justices and write an opinion regarding a conviction for expression. Following an introductory unit, the course is divided into units on political heresy and national security; provocation to anger and disturbing the peace; obscenity, pornography, and the law; and current controversies, such as gag rules and closed courtrooms, and school censorship. (HTH)

ED 229 823 CS 504 216

*Preston, C. Thomas, Jr.*
Judging Criteria for Intercollegiate Limited Preparation Speaking Events.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Research; Comparative Analysis; *Competition; *Debate; Feedback; Higher Education; *Judges; *Persuasive Discourse; Public Speaking; *Speeches
IDENTIFIERS- *Extemporaneous Speeches; *Impromptu Speeches

To gain insight into whether debate judges actually do treat impromptu speaking as miniextemporaneous speaking, a study compared the comments judges wrote to extemporaneous speakers with those they wrote to impromptu speakers during the first two rounds of a forensic tournament. Approximately 1,000 comments from 152 ballots (102 impromptu and 50 extemporaneous) were recorded and broken down into the following categories: (1) delivery, (2) specific analysis (content), (3) organization, (4) analysis (general), (5) introduction, (6) supporting material, (7) conclusion, (8) generally positive (related to encouragement for overall performance), (9) time allocation, and (10) miscellaneous. Results indicated that judges gave students similar if not nearly identical feedback for extemporaneous and impromptu speaking. Although judges balanced their comments among the various criteria for effective speech, if it is desirable for judges not to treat an impromptu event as a miniextemporaneous one, then they failed. However, it would be inappropriate to place all the blame on the judges when the national forensic committees have not proposed a clear distinction between the two types of events besides time limits. (JL)

ED 229 824 CS 504 217

*Schwartz, Sandra R.; And Others*
Interpersonal Empathy: A Training Program for Health Care Professionals.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication Research; *Empathy; *Inservice Education; *Interpersonal Relationship; *Nurses; *Professional Development; Program Development; Program Effectiveness; Speech Communication; Training Methods
IDENTIFIERS- *Nurse Patient Relationship

A study was designed to develop an empathy training program for health professionals that would (1) improve selected predictive, behavioral, and achieved empathetic communication skills for a sample group of registered nurses; (2) evaluate the effectiveness of the training program in attaining its stated goals; and (3) develop a program that could be utilized by the hospital for further in-house education. The program was designed with an eight-hour format, divided into two four-hour sessions, each including lecture, discussion, and group activities. Theoretical background material was included in order to make the participants aware of the impact of empathy on health care and on the quality of the nurse/patient relationship. Lecture and discussion focused on the unique aspects of the hospital environment and its effect on the patient as manifested in good and bad patient behaviors. The discussion of empathy as a therapeutic tool focused on the communication skills related to the predictive, behavioral, and achieved phases on a multistage approach. An evaluation of the program was based on participants' response to two scales: the Allied Health Professional Empathy Discrimination Index, and a forced choice instrument. Results supported the following program outcomes: an increased awareness among program participants of the importance of empathy in health care, increased knowledge of the empathy process, and increased empathic behavioral skills. (HOD)

EA

ED 229 825 EA 015 600

Guidelines for the Preparation of School Administrators.
Superintendent Career Development Series No. 1 (Second Edition).
**American Association of School Administrators, Arlington, Va.**

PUB DATE- 82
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00815; $3.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrator Education; *Administrator Responsibility; *Administrators; Competence; Higher Education; *Management Development; *Professional Development

These guidelines were developed to help state departments of education and institutions of higher education refine certification and doctoral programs in educational administration. Goals, competencies and skills, and delivery components are presented for administrator preparation programs to help school leaders meet the continuing challenges of (1) changing demographics, (2) an unstable economic structure, (3) the need to adopt new technologies, (4) changing labor market structure, (5) cultural diversity and human rights, and (6) changing family structures. (MLF)

ED 229 826 EA 015 602

*Hawkins, Robert B., Jr.*
Business and the Future of Education. Sequoia Action Brief #1.
**Sequoia Inst., San Jose, Sacramento, CA.**
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Basic Skills; *Business; *Change Strategies; Computer Literacy; Educational Change; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Futures (of Society); Institutional Characteristics; Productivity; *School District Autonomy; School Effectiveness; School Organization; Social Integration; Technological Literacy

Many entry level employees do not have the skills to become productive members of the work force. The nationwide decline in educational performance is documented by functional illiteracy among 13 percent of white 17-year-olds, and 42 percent of black 17-year-olds; a decline in the national average scores on the Scholastic Aptitude Test (SAT); and increasing school dropout rates. High technology, a service-oriented society, the integration of immigrants, and global competition offer new challenges to the ability of American education to produce a competent work force. At fault is the overregulated and uncontrolled education system. Consumers are denied a direct impact on basic education policies, and policy control within the system is split between the state and various local governments and agencies. The conditions for true accountability and effectiveness can only be created at the local level, with the exception of matters of funding equalization and academic goals that should be established and supported by state legislatures and universities. The business community can help achieve local control by defining exactly what schools should accomplish to prepare high school graduates to enter the world of work and by offering support for the return of authority over the educational process to local communities. (MLF)

# DOCUMENT RESUME

ED 229 827 EA 015 603

*Lindelow, John*

The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.

**ERIC Clearinghouse on Educational Management, Eugene, Oreg.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- ISBN-0-86552-083-6

PUB DATE- 83

CONTRACT- 400-78-0007

AVAILABLE FROM- Publications, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($4.75 prepaid; add $1.50 on purchase orders).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTIONS- Affective Behavior; Cerebral Dominance; *Cognitive Style; Educational Administration; Elementary Secondary Education; *Individualized Instruction; *Learning Processes; Mastery Learning; Measurement Techniques; Physiology; *Time Factors (Learning); Time on Task

IDENTIFIERS- Brain Growth; *Brain Research

Recent advances in instructional knowledge, as well as their usefulness for fitting instructional strategies to individual students, are the subject of this four-chapter survey of research literature. Chapter 1 summarizes research on learning styles--the ways in which individuals perceive, analyze, interpret, and respond to learning situations. Examined in this chapter are cognitive styles, including data reception and concept formation and retention; affective styles, comprising attention, expectancy, and incentive styles; physiological styles, such as developmental and sex- and health-related differences; and practical considerations in the use of instruments to measure learning styles. Chapter 2 covers research on brain lateralization (the location of different functions in the brain's right or left hemispheres), the brain's building of models of reality, and brain growth stages. Learning time research is considered in chapter 3, which reviews findings about time on task and about variations among students in the time needed to master a subject. The final chapter looks at the administrative implications of recent research, noting first the problems with earlier attempts to individualize instruction and then discussing the implications of findings in the three areas of learning styles, brain development, and learning time. (RW)

ED 229 828 EA 015 604

*Wirt, Frederick M.; Christovich, Leslie J.*
The Political World of Urban Executives: A Test of the Democratic Paradigm.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Role; *Administrators; *Citizen Participation; City Officials; Comparative Analysis; *Decision Making; Democratic Values; Perception; Political Attitudes; *Political Influences; *Political Power; *Professional Autonomy; Superintendents; Urban Culture

The inherent political conflict between the professional decision-maker and citizen participation in those decisions is explored in the perceptions of city managers, planning directors, and school superintendents responding to a national mail poll. From the sample of 750 administrators, there were 406 (54 percent) returns, distributed almost equally among the three professions. The primary hypotheses tested are that in democratic theory professional autonomy should be inversely related to (1) the volume and spread of group pressures, (2) related measures of community size and complexity, and (3) the length of professional experience in dealing with citizens. All three groups of urban executives, regardless of community size and professional experience, reported in large percentages that they had experienced a recent increase in group pressures upon them but that, contrary to the prime hypothesis, these pressures have not diminished their policy participation and influence with their boards, councils, or citizens in general. The findings are contraindicative not only to the empirical aspects of democratic theory but to these professions' posture of deference to political authority. Professional skills and urban political fragmentation are suggested as explanations. (Author/MLF)

ED 229 829 EA 015 605

*Slaby, Robert*
Computerizing Your Attendance System.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attendance Records; *Computer Oriented Programs; High Schools; Management Information Systems; *Truancy
IDENTIFIERS- Computer Assisted Reporting to Parents; Tardiness

A computerized attendance system is presented that includes immediate access to attendance records and allows same-day notification to parents of a child's absence. The system, used at Carson City High School (Nevada), is broken down into five chronological steps, generating several possible attendance updates during the day: (1) compiling a first-period attendance list, (2) entering absences into the computer and calling parents to confirm absences, (3) reporting possible truants on a "hot list" sent to the office during periods by classroom teachers, (4) notifying parents about possible truancies, and (5) requiring an admit slip when a student returns from an absence. Printouts of absence lists for an individual class and for the entire school are included, as are samples of a first-period absence form, a "hot list," and an admit slip. Two appendixes present Carson City High's tardy policy and a flow chart of the computerized attendance system. (JW)

ED 229 830 EA 015 606

*Mussatti, David J.*
Year-Round High School Programs.
PUB DATE- 2 Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cost Effectiveness; High Schools; Resource Allocation;

School Schedules; *Year Round Schools

The author surveys the status of and issues surrounding year-round programs in secondary schools in order to provide background for deciding which school calendar is the most effective educationally, financially, and socially. The best programs and those discontinued are listed, as are the dates of the most important developments in year-round schooling. The current status of year-round programs is shown from data drawn both from California and nationwide. A series of tables also shows the public, curricular, and instructional issues most affected in schools that operate year-round. Along with summaries of the most vexing problems reported by experimental year-round programs, the report enumerates a range of functional problems, including those in the areas of curriculum and instruction, finance, scheduling of students, allocation of personnel, facilities and maintenance, transportation, school lunches, student activities and athletics, and support services. The paper also lists some advantages and points out the most promising programs. (JW)

ED 229 831 EA 015 607

*Jud, G. Donald*
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303.
**North Carolina Univ., Greensboro. Center for Applied Research.**
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Quality; Elementary Education; *Family Mobility; Models; Neighborhoods; *Racial Composition; Relocation; *Residential Patterns; School Demography; School Desegregation; *School Effectiveness; Statistical Analysis
IDENTIFIERS- *North Carolina (Charlotte); Tiebout (Charles)

To further test Charles Tiebout's suggestion that households reveal their preferences for public goods through their decisions to relocate, questionnaires were sent to the 2,290 people who bought homes in Charlotte (North Carolina) during 1977 and who were still living in the same house during the summer of 1981. Each of the 1,176 respondents rated the importance of commuting time (or distance) to work and public school attendance zones on their decision of where to live. Households with children ranked school attendance zones as more important than commuting time, the opposite of households without children. Further insight into the relationship between public schools and residential location is provided by a model derived from those 814 respondents who had previously lived in Charlotte. Using the 54 elementary school clusters within the city as the basic unit of analysis, the model utilizes variables of the third-grade reading achievement score and percent of nonwhite pupils, the neighborhood racial composition and average family income, and a distance from work factor. A household's ranking of school attendance zones as a location factor appears to be more highly correlated with the quality of education offered in the neighborhood public school than with the racial mix of students. (MLF)

ED 229 832 EA 015 609

*Hood, Paul D.; And Others*
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
CONTRACT- 400-80-0103
AVAILABLE FROM- Publications, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Compensatory Education; *Educational Improvement; *Educational Trends; Elementary Secondary Education; Federal Aid; Federal Programs; *Federal State Relationship; Financial Problems; *Futures (of Society); Intermediate Administrative Units; Reduction in Force; *Retrenchment; School Districts; Special Education; Staff Development; State Aid; State Departments of Education; *State School District Relationship
IDENTIFIERS- California; *Education Consolidation and Improvement Act 1981; Nevada; Research and Development; Utah

This report explores the effects of federal, state, and local fiscal cutbacks and of federal and state categorical program consolidation and deregulation on the capacity of state, intermediate, and local education agencies to provide instructional improvement services to schools in California, Nevada, and Utah. The planning process and impact of the Education Consolidation and Improvement Act (ECIA) of 1981 are studied along with compensatory education, special education, and state and local improvement programs. Dissemination functions are examined with special attention given to staff development. The findings are based on document analysis, telephone and field interviews with more than 100 persons, and site visits to more than two dozen agencies in the three states. The first section of the report contains an overview and key findings for each state, along with cross-state analysis of ECIA findings and staff development effects; this section also discusses the implications and the futures of educational research and development, dissemination, and school improvement in the Far West. Separate sections contain detailed information for each state, including small case studies of local and intermediate agencies that describe current conditions, planning activities, and probable impacts of cutbacks, consolidation, and deregulation. (MLF)

ED 229 833 EA 015 610

Public Sector Bargaining and Strikes. Sixth Edition.
**Public Service Research Council, Vienna, Va.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Collective Bargaining; *Government Employees; *Labor Legislation; *Strikes; *Unions
IDENTIFIERS- *Public Sector

The growth of unionization and the enactment of collective bargaining legislation are considered to be the causes of increased strike activity in the public sector. This paper includes statistical data on the frequency and number of public employee strikes in each state; summarizes the state labor legislation; and presents an average of strikes, workers involved, and man-days lost per year in each state. The authors conclude that a method other than compulsory public employee collective bargaining would be in the public's best interest. (MLF)

ED 229 834 EA 015 611

*Macpherson, R. J. S.; Edwards, W. L.*
The Empty Set and Teaching Educational Administration: An
Australasian Dreaming.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Change Strategies; *College Curriculum; *College Faculty; *Educational Administration; Educational Change; Foreign Countries; *Foundations of Education; Higher Education; *Politics of Education
IDENTIFIERS- *Australia

An Australian conference for lecturers in educational administration was disrupted by a group dubbed "The Empty Set," which explored the political nature of knowledge and practice in educational administration. The group claims that most of educational administration's major research themes are derived from noneducational areas. Stating that such teaching does not address the problems of practitioners, they argue that, as a field of inquiry, educational administration should explore the role people in schools and systems play in the creation and manipulation of information. Implying that ideological and methodological hegemonies are being sustained by the texts in common use, alternative materials and authors are cited. Research supervisors are admonished to encourage students to interact and share ideas, and to present and publish papers. Suggestions are offered for the annual Australasian conference. (MLF)

ED 229 835 EA 015 612

*Macpherson, R. J. S.*
The School Improvement Program in Victoria, or, How to Play the New Game.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Role; *Administrators; Community Education; *Community Involvement; Consultants; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Politics of Education; School Organization; State School District Relationship
IDENTIFIERS- *Australia (Victoria)

This article traces the development and rationale of the School Improvement Program proposed by the new Labor Government of Victoria (Australia). The program would be based on school communities, each voluntarily developing a long-term project improving the school as an educational entity. The design assumptions, funding criteria, and implications for educational administrators at state, regional, and school levels are clarified. The fundamental ideological commitment appears to be the democratization of school governance, management, and development. Success in the new game is characterized as adaptation to a changed ideological milieu, intensive political role-learning, accommodation of interests, and the need to create personal power bases. (Author/MLF)

ED 229 836 EA 015 613

*Macpherson, R. J. S.*
The W.A. Peer Process Consultancy Project: Action Research as Inset for Principals.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Action Research; Administrator Role; Change Strategies; *Consultation Programs; Educational Improvement; Feedback; Foreign Countries; Group Dynamics; Intervention; *Management Development; *Peer Evaluation; Pilot Projects; *Principals; Secondary Education; Training Methods
IDENTIFIERS- *Australia (Western Australia)

Five self-selected triads of Western Australia (W.A.) principals served as process consultants to improve their schools. Patterns of communication, leadership procedures, tensions impeding collaboration, decision-making, and problem-solving procedures were the foci of attention. The strategy asked each consultant pair (in turn) to clarify their values with regard to a real administrative issue in their peer's school; to construct a vision of a feasible alternative; and to generate change strategies and tactics before offering feedback and facilitative services. The consultation process occurred over a 2-month period followed by a day-long workshop. Most of the principals found the experience productive, and regretted its termination. Reports from each triad are summarized, and implications drawn later by the author are provided. A table illustrates responses to a survey of competencies and understandings consultants wanted as content for future workshops. (Author/MLF)

ED 229 837 EA 015 614

*Macpherson, R. J. S.*
The 'I and We' of Accountability: An Example of Meta-Evaluation in Educational Administration.
PUB DATE- 20 Jun 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Accountability; Educational Administration; *Educational Assessment; Educational Improvement; *Evaluation Methods; Foreign Countries; *Institutional Evaluation; Secondary Education
IDENTIFIERS- *Australia (Victoria); *Meta Evaluation

The process of school review currently used in Victoria (Australia) involves an internal school evaluation, a School Review Board visit and report, and a followup stage. Six months after the board had visited one high school, a retrospective view of the review process was gathered from 8 students, 9 parents, 24 teachers, and 5 administrators. As a validity check, respondents then commented on the multiple perspectives represented. The administrative intervention was intended as a school improvement strategy; however, metaevaluation of the realities experienced by those reviewed suggests that the process was a ritual to maintain illusions of power at all levels. The review failed to facilitate the development of teaching, learning, administration, or governance. Only some of the people's attitudes changed, mostly in short-term, counter-productive ways. (MLF)

ED 229 838 EA 015 615

*Hutinger, Patricia L.*
Competency-Based Teacher Education. State Series Paper Number 1.
**North Carolina Univ., Chapel Hill. Technical Assistance Development System.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Competency Based Teacher Education; Curriculum Development; Curriculum Research; *Disabilities; *Early Childhood Education; Higher Education; *Special Education Teachers; Teacher Certification

Because competency-based teacher education (CBTE) is being more extensively used to train teachers of handicapped children from birth to age 6 years, this booklet was written to provide an overview of the current literature and practice of CBTE. The author reviews the rationale for and essential elements of CBTE programs, as well as presenting two methods of identifying competencies: the consensus and the model-building approaches. The agencies and institutions that are developing competency-based training programs and the areas of competency they cover are also cited. Observing that the rationales must be clear for including CBTE in any state certification of personnel in early childhood special education, the author defines the problems in validating competencies and proposes some solutions. A list of references is included. (JW)

ED 229 839 EA 015 616

*Loucks, Susan F.*
Planning for Dissemination. Monograph Number 1.
**North Carolina Univ., Chapel Hill. Technical Assistance Development System.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
CONTRACT- 300-82-0369
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adoption (Ideas); *Demonstration Programs; Diffusion (Communication); Early Childhood Education; *Information Dissemination; Instructional Innovation; *Program Implementation
IDENTIFIERS- Levels of Use of the Innovation
This guidebook identifies the tasks in disseminating new programs and provides profiles for judging their progress. The process of presenting a program to new users is divided into seven tasks: creating awareness of the project, establishing commitment among the users, providing materials, training personnel, planning to meet users' individual needs, solving problems, and monitoring and evaluating the progress of the program. The process further involves determining the influence of the program on the users' behaviors, finding the influence on target populations, and evaluating the whole project. Expanding on the task of planning to meet users' needs, the author offers three planning profiles that monitor how well users are accepting innovations introduced by the model program, users putting the new program into practice, and, in a comprehensive practice profile, to what extent and how accurately the intended model program is being used. The last section describes the vision, leadership, commitment, and fidelity to the model that are needed in users in order successfully to adopt model programs. (JW)

ED 229 840 EA 015 617

*Cohen, Elizabeth G.; Intili, Jo Ann*
Interdependence and Management in Bilingual Classrooms. Final Report.
**Stanford Univ., Calif. Center for Educational Research at Stanford.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 82
CONTRACT- NIE-G-81-0118
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education Programs; *Class Organization; *Classroom Techniques; Decision Making; Elementary Education; Participative Decision Making; Program Implementation; Tables (Data); Team Training
IDENTIFIERS- Finding Out Descubrimiento

Applying industrial organizational theory to classroom management, the authors examined the organization of a complex bilingual curriculum for the effects of shared authority among students and teachers and the effects of shared decision-making among staff. Using a math-science curriculum called "Finding Out: Descubrimiento," the nine bilingual classrooms, grades two through four, participating in the study tested two hypotheses: (1) the outcome of a complex curriculum will be improved by delegation of authority to students, communication among students, and supportive supervision by teachers; and (2) reciprocal interdependence and reflective decision-making among teachers and aides will improve the use of a complex curriculum. By scoring the rates of selected behaviors of teachers, classrooms, and individual students, the study confirmed the first hypothesis by finding a strong correlation between the delegation of authority to students and the engagement of students in the curriculum. To test the second hypothesis, the nine teaching teams were divided into a control group and groups holding team meetings, in which behaviors were scored for types of interaction and content. The results, though statistically weak, confirm that children taught by staff with training in shared decision-making are generally more engaged in classroom work than other students. (JW)

ED 229 841 EA 015 618

*Isom, Bess A.; And Others*
Research on SACS: Does Accreditation Really Matter?
**University of South Alabama, Mobile.**
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Accreditation (Institutions); *Educational Improvement; Elementary Secondary Education; *Expectation; Pretests Posttests; Program Effectiveness; Questionnaires; Regional Programs; School Surveys; Tables (Data); *Teacher Attitudes
IDENTIFIERS- *Southern Association of Colleges and Schools; United States (South)

Two types of research--informal interviews and a questionnaire survey--were conducted by the Southern Association of Colleges and Schools (SACS) to assess teacher perceptions of regional school accreditation by SACS and to aid in SACS consultations and schools' staff development programs. The questionnaire survey compared teacher expectations of school or program change before the SACS accreditation process with their perceptions of actual change after SACS. A total of 741 teachers (279 in the preaccreditation survey and 462 in the postaccreditation survey) in a large southern school district were asked about changes in instructional programs or materials, facilities, pupil services, administration, community interaction, and personal growth. Findings are presented in 16 text tables, 5 graphs, and 33 appendix tables. Among the findings are that perceived changes did not meet teachers' expectations of change and that teachers anticipated greatest change in the areas where SACS guidelines were most explicit. The findings support three recommended changes in SACS processes and a proposed model for school staff development. In the informal interviews, conducted in the same district as the survey, five principals and six teachers indicated they considered the SACS accreditation process was worth the effort. Copies of the survey questionnaire are appended. (RW)

ED 229 842 EA 015 619

*Corbett, H. Dickson; And Others*
To Each Its Own: School Context and School Change.
**Research for Better Schools, Inc., Philadelphia, Pa.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Educational Environment; Educational Objectives; Educational Planning; Educational Resources; Elementary Secondary Education; Faculty Mobility; Incentives; Information Utilization; *Institutional Characteristics; *Instructional Innovation; Interprofessional Relationship; Linking Agents; *Program Implementation; Teacher Participation

In 8 chapters and 2 appendixes, investigators describe research in 14 elementary and secondary schools--in urban, suburban, and rural areas--on school conditions affecting educational change efforts. Conducted over 3 years, the research focused on classroom-level changes and used interviews, observation, and document review for data collection and comparative case studies for data analysis. Chapter 1 introduces the study and discusses planned change. Chapter 2 presents an overview of the research and profiles the 14 schools. Field agents and school change are reviewed in chapter 3. Chapters 4 and 5 examine the change process, looking at the effects of school conditions first on sequential planning and then on teacher prarticipation. Outcomes of change are covered in the next two chapters, the first analyzing the implementation and the second the continuation of change. The last chapter traces changes in local school conditions through the life of change projects. The researchers found that field agents, planning, participation, implementation, and continuation were affected by eight conditions, including resource and incentive availability, school linkages and goals, faculty tensions and turnover, current school practices and knowledge use, and prior change projects. Appendixes cover research methods and assessment of school conditions. (RW)

# DOCUMENT RESUME

ED 229 843 EA 015 621

*Cohen, David; Harrison, Marelle*
Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools.
**Macquarie Univ., North Ryde (Australia).**
SPONS. AGENCY- Australian Education Research and Development Committee, Canberra.; Curriculum Development Centre, Canberra (Australia).
PUB DATE- 82
AVAILABLE FROM- Publications, Curriculum Action Project, School of Education, Macquarie University, North Ryde, New South Wales, Australia, 2113 ($10.00 plus $2.00 postage and handling, Australian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Attitudes; *Curriculum Development; *Decision Making; *Educational Environment; Ethnography; Feedback; Foreign Countries; *Individual Power; National Surveys; Policy Formation; Principals; Secondary Education; *Secondary School Curriculum; Student Attitudes; Tables (Data); Teacher Attitudes
IDENTIFIERS- *Australia

Research on school based curriculum decision-making (SBCD) in Australia involved a national survey of 586 educators in 98 secondary schools and an ethnographic study of a Sydney (Australia) high school. The results are presented in 9 chapters and 67 tables. The study focused on what decisions are made in Australian schools about years 7-10 curricula, who makes the decisions and how they are made, and what factors influence the decision-making. An introductory chapter gives the study's background, while chapter 2 reviews the literature on SBCD and curriculum theory and decision-making. Chapter 3 describes the research methodology--including the survey's sampling methods, populations (principals, department heads, and teachers), variables, and statistical analyses--and discusses the ethnographic methods used. Chapters 4-7 present the survey and ethnographic results, covering (1) curriculum decisions made, involving school objectives, teaching methods, evaluations, curriculum changes, and students' perceptions; (2) decision-making participants and processes; (3) internal and external factors influencing decision-making; and (4) respondent perceptions on curricula, autonomy, and ideals. The "consultancy" or feedback provided to the high school examined in the ethnographic study is described in chapter 8. Chapter 9 summarizes the research project's findings and recommendations. (RW)

ED 229 844 EA 015 622

A Directory of Goal Based Approaches to Education. 1982 Update.
**Northwest Regional Educational Lab., Portland, Oreg.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
CONTRACT- 400-80-0105-CBE-P3
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Accountability; Adult Education; Community Involvement; *Competency Based Education; Criterion Referenced Tests; Educational Administration; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Intellectual Disciplines; Mastery Learning; Performance; *Program Descriptions; Programs; State Programs; Teaching Methods
IDENTIFIERS- *Goal Based Education

In this update, 49 more goal-based programs are added to the 50 programs described in the directory's initial 1981 edition. The programs are goal-based in that they make use of such concepts as minimum competency testing, mastery learning, and continuous progress curricula, among others. As in the initial edition, each program receives a one-page entry giving a program description, a summary of its "situation" or setting, the program highlights, the name of a contact person, and the type of assistance available to persons interested in the program. The update adds programs in 4 of the 5 educational levels distinguished by the initial edition: elementary programs (11 new listings), high shool programs (13 new listings), K-12 programs (20 new listings), and adult education programs (5 new listings). Seven updated indexes are provided, listing all 99 programs in both editions numerically, alphabetically, by state of location, by the scope of the area served (statewide, districtwide, school, classroom, or course), by the size of the population served, by 12 curricular subject areas, and by type of program highlights in 5 areas (goals or competencies, instruction, assessment, management, and community involvement). An eighth index lists contact persons alphabetically. (RW)

ED 229 845 EA 015 627

*Ross, E. Clarke*
First Year Block Grant Experiences: Initial Studies. Analysis.
**United Cerebral Palsy Associations, Inc., Washington, D.C.**
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Block Grants; *Federal Aid; Federal Government; Federal State Relationship; Financial Support; *Government Role; Health Services; Local Government; National Surveys; *Program Administration; Program Descriptions; Social Services; State Government
IDENTIFIERS- Multistate Surveys; State Local Relationship

Drawing on studies by the U.S. General Accounting Office (GAO) and other federal and state organizations, this document summarizes information and findings on six federal block grant programs involving social services, low-income home energy assistance, mental health, community services, maternal and child health, and preventive health. It also presents some data on three other federal block grants, involving primary care, community economic development in small cities, and elementary and secondary education. Two initial charts provide organizational and financial information on the 9 block grants and also characterize them according to 10 major features, such as matching funds, eligibility prohibitions, and annual audits. Data from a GAO study of 13 states are then used to discuss 9 aspects of the first 6 block grants mentioned above. The nine aspects include state decisions on block grant administration, funding changes (such as cuts or interfund transfers), organizational adjustments, administrative savings, federal regulation, state and local governments' roles in block grant control, public participation, and recent state tax increases. The document's conclusion lists 12 findings regarding block grants' first year and notes 7 future concerns raised by the findings. (RW)

ED 229 846 EA 015 628

*Price, Elaine J.*
Statistics of Public School Systems in the Twenty Largest U.S. Cities, Fall 1980.
**National Center for Education Statistics (ED), Washington, DC.**
REPORT NO.- NCES-83-101
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- Administrators; Educational Trends; Elementary Secondary Education; *Enrollment; National Surveys; Nonprofessional Personnel; *Public Schools; *School Statistics; School Surveys; *Student Teacher Ratio; Tables (Data); Teachers; *Urban Schools

Formerly published in "Statistics of Public Elementary and Secondary School Systems," the information presented here on the 20 largest cities (by population size) comes from the 27th annual survey of public schools, conducted by the National Center for Education Statistics. Data are presented in eight tables and three graphs, covering number of schools, number of pupils, full- and part-time staff (professional, nonprofessional, and administrative), teachers, pupil-teacher ratios, and number of days in session. Most data are broken down by educational level or grade, and historical data are provided on some factors back to 1976. The survey reveals continuing declines in numbers of pupils, staff, schools, and teachers. The pupil-teacher ratio also declined from fall 1979. An appendix describes the annual survey's nature and methods. (RW)

ED 229 847 EA 015 630

*Bogen, Gerald K.; And Others*
Teacher Salaries in Oregon: A Longitudinal Study of Salaries of Teachers in Oregon Public Schools, Community Colleges, and the State System of Higher Education from 1971/72 through 1981/82.
**Oregon Univ., Eugene. Div. of Educational Policy and Management.**

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Faculty; Degrees (Academic); *Educational Trends; Elementary Secondary Education; Higher Education; State Surveys; Tables (Data); *Teacher Salaries; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Oregon

Data on 169 beginning teachers' salaries were used to track changes in relative salaries in Oregon public schools and colleges over a 12-year period and to determine the financial consequences of starting teaching careers at different educational levels. Salaries of 70 elementary and secondary teachers, 62 community college teachers, and 37 state higher education system teachers--all with 3 years or less of teaching experience at the beginning of the period--were followed from 1971 through 1982. Data were collected on median salaries in current and constant (1971) dollars, the consumer price index and educational training. The sample was controlled to match teachers in equivalent disciplines at the different levels. Presented in four tables and four graphs, the findings show, among other things, that Oregon elementary and secondary teachers began (and stayed) at lower salaries than did those in the other two educational levels and that community college teachers began at lower salaries than higher education teachers but now make more. Four appendixes list the academic disciplines covered, the sample sizes in the schools and counties covered, and further data on median teacher salaries. (RW)

ED 229 848 EA 015 631

Scheduled Salaries for Professional Personnel in Public Schools, 1982-83. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.

**Educational Research Service, Arlington, Va.**

PUB DATE- 83
AVAILABLE FROM- Publications, Educational Research Service, 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21677; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; Elementary Secondary Education; Enrollment; Expenditure Per Student; Geographic Regions; National Surveys; *Professional Personnel; *Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Tables (Data)

Based on the ninth annual national survey of public school salaries and wages, this first part of a three-part report examines the salary schedules--as opposed to salaries actually paid--for 23 professional positions in 1,120 school systems. A lengthy table lists each district, arrayed alphabetically by state, and presents data on district enrollment size, expenditure per pupil, and professional positions' maximum and/or minimum salaries and days on duty. Among the positions covered are superintendents, central office staff, principals, teachers, librarians, nurses, counselors, and substitute teachers. Twenty-eight summary tables analyze survey and other data by district enrollment size category, per-pupil expenditure level, and geographic region. Historical data are provided for some positions back to 1978. Among the survey's findings are that increases in average maximum salaries from 1981-82 to 1982-83 were 7.2 percent for senior high school principals, 7.7 percent for superintendents, 7.4 percent for teachers, and 6.7 percent for librarians. (RW)

ED 229 849    EA 015 632

Salaries Paid Professional Personnel in Public Schools, 1982-83. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.

**Educational Research Service, Arlington, Va.**

PUB DATE- 83

AVAILABLE FROM- Publications, Educational Research Service, 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21678; $26.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTIONS- *Administrators; Elementary Secondary Education; Enrollment; Expenditure Per Student; Geographic Regions; National Surveys; *Professional Personnel; *Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Tables (Data)

Drawing on data from the ninth annual national survey of public school salaries and wages, this second part of a three-part report looks at the salaries actually paid for 22 professional positions in 1,120 school districts. Among the positions covered are superintendents, central office staff, principals, teachers, librarians, counselors, and nurses. The main table lists each district, arrayed alphabetically by state, and presents data on district enrollment size, expenditure per pupil, the number of persons in each position, and each position's high, average, and low salary. Thirty-one summary tables analyze data from the survey and other sources by district enrollment size category, per-pupil expenditure level, and geographic region. Comparisons are also made with data from the 1981-82 survey. Among the survey's findings are that increases in the average highest salaries from 1981-82 were 7.8 percent for senior high school principals, 7.9 percent for teachers, and 9.7 percent for superintendents in large school systems. (RW)

ED 229 850 EA 015 633

Wages and Salaries Paid Support Personnel in Public Schools, 1982-83. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

**Educational Research Service, Arlington, Va.**

PUB DATE- 83
AVAILABLE FROM- Publications, Educational Research Service, 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21679; $26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Clerical Workers; Dining Facilities; Elementary Secondary Education; Enrollment; Expenditure Per Student; Geographic Regions; National Surveys; *Paraprofessional School Personnel; *Public Schools; *Salaries; School Districts; School District Size; *School Personnel; School Statistics; Tables (Data); *Wages
IDENTIFIERS- Bus Drivers; Custodians

Based on the ninth annual national survey of public school salaries and wages, this third part of a three-part report examines the remuneration paid to support personnel in 10 poositions in 1,120 school systems. Salary information is reported for secretaries at the central office and school building levels, central office accounting/payroll clerks and clerk-typists, and school building library clerks. Hourly wage data are provided for instructional and noninstructional teacher aides, custodians, cafeteria workers, and bus drivers. The report's main table lists each responding district, arranged alphabetically by state, and presents data on district enrollment size, expenditure per pupil, the number of persons in each position, and each position's high, average, and low salary or hourly wage. Twenty-six summary tables analyze information from the survey and other sources by district enrollment size category, per-pupil expenditure level, and geographic region. Comparisons with 1981-82 data are made to show recent changes. Among the survey's findings are that increases in average pay from 1981-82 to 1982-83 were 7.2 percent for central office secretaries, 6.8 percent for school building secretaries, 8.2 percent for instructional aides, 4.7 percent for custodians, 6.6 percent for cafeteria workers, and 4.8 percent for bus drivers. (RW)

ED 229 851 EA 015 634

School Enrollment--Social and Economic Characteristics of Students: October 1981 (Advance Report). Population Characteristics.

**Bureau of the Census (DOC), Suitland, Md.**

PUB DATE- Feb 83

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($2.25).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)

DESCRIPTIONS- Age; *Census Figures; Declining Enrollment; Early Childhood Education; Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; National Surveys; Postsecondary Education; Private Schools; Public Schools; Race; *School Statistics; Sex; *Student Characteristics; Tables (Data)

Six tables present data on nationwide school enrollment among various socioeconomic and demographic groups in 1981 and earlier years. From 1980 to 1981, total school enrollment continued the downward trend that began 6 years earlier, as the number of elementary school students declined and the number of high school students leveled off and then declined. Three tables give data on 1965-81 enrollment among persons aged 3 to 34, broken down by educational level, race, Spanish origin, age, sex, and public or private control of the school. The remaining tables cover college enrollment from 1965-81 by sex, race, and Spanish origin; from 1972-81 by age and sex; and from 1970-81 by type of college, attendance status, age, and sex. (MLF)

ED 229 852 EA 015 635

*Hentschke, Guilbert C.; Lowe, William T.*
Toward Increased Voluntary Interdistrict Integration in New York State.
**Rochester Univ., N.Y. Graduate School of Education and Human Development.**

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Court Litigation; *Desegregation Plans; Elementary Secondary Education; Equal Education; *Interdistrict Policies; Racial Segregation; *School Desegregation; School Districts; *Transfer Students; *Voluntary Desegregation
IDENTIFIERS- *New York

Based on a conference held in November 1982, this document attempts to distill and include those thoughts, arguments, and data judged to be most helpful in formulating a plan for improving and expanding voluntary interdistrict school integration in New York State. The first 3 sections describe trends over 30 years in the amount of segregation, efforts to remedy segregation, and the ramifications of segregation. Section 4 considers existing models of interdistrict school desegregation: city/county federated districts, forced interdistrict transfers, and voluntary interdistrict transfers. The authors conclude that voluntary interdistrict transfer plans appear to be the most practical in New York State. Experiences from such programs in Boston, Hartford, Milwaukee, Rochester, and St. Louis are summarized and suggest that state-level legislation that fosters incentives for voluntary interdistrict programs is a major condition for their success. Finally, the general conditions for achieving voluntary interdistrict school desegregation are discussed. The appendixes contain names and addresses of the steering committee and participants, the conference program, provisions of a Wisconsin school desegregation law, and a model integration incentive act. (MLF)

ED 229 853 EA 015 636

*Seifert, Edward H.; Beck, John J., Jr.*
Time/Learning Relationships in Secondary Schools: A Research Report.
PUB DATE- Mar 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Algebra; Classroom Observation Techniques; High Schools; *Mathematics Achievement; School Effectiveness; Statistical Analysis; *Student Teacher Relationship; Tables (Data); *Teaching Methods; *Time Factors (Learning); *Time on Task

Sixty students in 10 classrooms in 5 high schools were extensively observed over a 10-week period during the fall semester of 1982. Based on pre- and posttests to measure achievement gain on algebraic objectives and change in attitude, the study investigated the relationships between student achievement and variables of student behavior, instructional strategy, and time on task. In addition to the text, the data are illustrated in nine charts. Significant positive relationships were found between achievement gain and the lecture/discussion method, the amount of time students spent on tasks related to the learning objective, and students' total engaged time. Significant negative relationships were found between academic gain and directed study strategy, the amount of time students spent on tasks not related to the learning objective, and students' total unengaged time, including waiting for help. A significant positive relationship was found between the lecture/discussion strategy and the amount of time students spent on task. Achievement gains for individual classrooms were significantly related to minutes of time on task per classroom. Implications of these findings for teachers and administrators are discussed. (MLF)

ED 229 854 EA 015 637

*Knapp, Michael S.; And Others*
Cumulative Effects of Federal Education Policies on Schools and Districts.
**SRI International, Menlo Park, Calif.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 83
CONTRACT- 400-81-0029
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education; *Categorical Aid; Civil Rights Legislation; Compliance (Legal); Disabilities; Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; *Federal Programs; Federal Regulation; *Government School Relationship; Program Administration; Program Effectiveness; Program Implementation; *School Districts; State Departments of Education

To determine how federal assistance and regulation affect the programs and operation of the educational system at the school and district level, this study concentrates on the cumulative effects of a number of categorical programs and related civil rights mandates. The focus of the 8-state study was on 20 school districts, from which 56 elementary and 25 secondary schools were selected. Onsite interviews with approximately 900 school and district respondents formed the primary data source, supplemented by information from documents and telephone interviews. Areas examined were target students' access to services that are considered appropriate; organizational and administrative features of schools and school districts; and local decision-making. General conclusions reached were that federal and state policies for special populations have substantially improved and expanded services for the intended target students; these policies have increased the structural complexity of schools and districts; and programs settle in more comfortably over time. (MLF)

ED 229 855 EA 015 638

*Levin, Henry M., Ed.*
Running the Local Gauntlet: Fresh Insights to District Problems. and Reclaiming Urban Schools: A Modest Proposal. IFG Policy Perspectives, Winter 1983.
**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305-1691.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Change Strategies; Court Role; Curriculum Development; Discipline Policy; Dropout Prevention; Dropout Programs; Educational Change; *Educational Policy; Elementary Secondary Education; Finance Reform; *School Districts; State School District Relationship; Urban Schools

This collection of short articles, devoted to educational reform at the local level, addresses the issues of improving curricula, expanding educational resources, addressing dropout and discipline problems, and handling increased court involvement in school reform. "The Sceptre, the Rod and the Schoolhouse Gate," by Lawrence Friedman, traces the history of court decisions on student rights. Michael Kirst, in "Cracking Down on Curriculum," reports on the status of curriculum reform and provides questions for local policy-makers to test the adequacy of their curricula. In "Court Ordered Reform: Too Much of a Good Thing?," Donald N. Jensen focuses on the lengthy federal courts' supervision of Boston public schools and draws lessons for local school administrators. Joan O'Brien helps local decision-makers find the cost consequences and service implications of alternative budget strategies in "Two New Budget Blueprints." Russell W. Rumberger's "Diagnosing Dropouts" cites successful programs that help potential or past dropouts finish school. Finally, in "Reclaiming Urban Schools," Henry Levin locates the greatest challenges for urban school policy-makers and outlines strategies to provide political support, resources, and effective planning for public schools in large cities. (JW)

ED 229 856 EA 015 639

*Lazaruk, Walter Andrew*
A Comparative Analysis of Selected Designated Community Schools and Non-Designated Schools in Alberta. Executive Summary.
**Alberta Dept. of Education, Edmonton. Planning and Research Branch.**
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Agency Cooperation; *Community Education; Community Involvement; *Community Schools; Comparative Analysis; Curriculum Development; Elementary Secondary Education; Facility Utilization Research; Foreign Countries; Parent Participation; Questionnaires; *School Community Programs; School Community Relationship; State Surveys
IDENTIFIERS- *Alberta; Collegiality; *Community Oriented Schools

This report summarizes a comparative study of 15 government-designated community schools (DCSs) and 17 nondesignated schools (NDSs) in Alberta (Canada). To assist decision-makers and to identify for the public the accomplishments of the community school program, the researcher provides baseline data on 10 variables derived from the Alberta government's 10 defining characteristics of community schools: community-related curriculum, parent involvement, collegiality, communitywide involvement in teaching and learning, interagency cooperation, facility adaptation, community use, community issues, and a sense of community. Survey and structured interview questionnaires were developed on the basis of these variables. Respondents included principals and other school leaders, interagency representatives, teachers, students, parents, and community members; 1,646 questionnaires were returned and 206 people were interviewed. Results are presented in 13 statistical tables and 2 pages of graphs. The study's six conclusions indicate, among other things, that DCSs show a greater orientation toward the community and better embody the 10 defining characteristics than do NDSs. The researcher includes six recommendations calling for clearer definitions of certain key terms and citing the need for training programs relevant to community school leadership, volunteerism, and a summative evaluation after 5 years. Six recommendations for further study of community schools are also made, and two appendixes provide a definition of terms and a copy of the principals' questionnaire. (PB)

ED 229 857 EA 015 640

Know Your Job to Hire the Best Staff.
**National School Boards Association, Washington, DC. Educational Policies Service.**
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTIONS- Board of Education Role; Elementary Secondary Education; Lawyers; Personnel Directors; *Personnel Selection; Principals; Superintendents
IDENTIFIERS- School District Lawyers

To help coordinate the effort of filling school staff positions, this brief article pinpoints the responsibilities of the school, board, superintendent, school attorney, and personnel director, and identifies the steps in the hiring process. The school board's role, which goes far beyond being a rubber stamp, is described as including both its legal obligations and its implications for personnel policy. The major components of the superintendent's role are given, as are the uses of the school attorney in routine hiring.

The responsibilities of the personnel administrator and principals are also laid out, with a short summary of the role interactions to be expected of all parties responsible for hiring. In chronological order, a checklist gives the major administrative steps in the selection process. To conclude, a one-page "Policy Adviser" answers questions on what items may be discussed legally in executive session and under what circumstances policy should be suspended. (JW)

# DOCUMENT RESUME

ED 229 858 EA 015 641

*Chambers, Jay G.*
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7.
**Education Commission of the States, Denver, Colo. Education Finance Center.**
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE- Jan 78
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTIONS- *Administrators; *Cost Indexes; Elementary Secondary Education; Mathematical Models; Operating Expenses; Research Methodology; *Salaries; School District Spending; State Surveys; *Student Transportation; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Cost of Education Indexes; *Missouri

This report presents both a methodology for educational cost index computation and empirical evidence for determining the extent to which Missouri school district expenditures are beyond the control of local decision-makers. The author demonstrates considerable stability in the teachers' salary index from 1974-75 to 1975-76. The report extends previous index computations to cover variables reflecting the underlying causes of regional cost differentials, including administrators' as well as teachers' salaries and district transportation costs. Section 1 summarizes the document. Sections 2-4 provide a review of the study's methodology, an explanation of salary and cost index computation, and a discussion of the data used. The fifth section's analysis of Missouri's educational expenditures includes alternative specifications for determining teacher/administrator salaries and transportation costs, an alternative computation of regional and district cost indexes, and a brief discussion of educational cost index implementation. The report contains nine tables with data on salary and cost variables. Five appendixes include the results of two separate school personnel and school district surveys, a map of Missouri school districts, an updated estimate of the 1974-75 teachers' salary equation, a salary index computation formula, and 20 pages of data with 1975-76 cost indexes for the roughly 1,100 Missouri districts that offer transportation services. (JBM)

ED 229 859 EA 015 642

*Adams, E. Kathleen; Vincent, Phillip E.*
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15.
**Education Commission of the States, Denver, Colo. Education Finance Center.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 78
CONTRACT- 400-76-0039
AVAILABLE FROM- Publications, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Assessed Valuation; Elementary Secondary Education; *Equalization Aid; Expenditure Per Student; *Fiscal Capacity; Income; *Mathematical Models; *School District Spending; *State Aid; State Surveys; Tables (Data)
IDENTIFIERS- *Colorado; Elasticity; School District Wealth; *State Aid Formulas

Data on 174 Colorado school districts were used to measure districts' responses (as indicated by per-pupil expenditures) to their own fiscal capacity and to state aid that changes over time. Colorado's modified guaranteed tax base (GTB) formula was analyzed and a model constructed that took into account the formula's limits on district spending and its year-to-year changes in a district's state aid based on the district's tax revenues in the preceding year. Such changes comprise an "intertemporal price variable." Data were collected on such variables as district wealth (total and residential assessed value), income, state and federal aid, enrollment size and growth, percentage of minority pupils, and agricultural land prices. Using linear and log-linear correlation equations, researchers analyzed the variables' effects on districts' total and locally-derived expenditures and on the elasticity of these expenditures in relation to changes in other variables' values. Results indicate that Colorado's GTB formula has had significant effects neither on differences across districts in expenditures per student nor on the strong correlation between assessed valuation and expenditures. The results also carry implications for the construction of models of districts' fiscal responses. (RW)

ED 229 860 EA 015 643

*Vincent, Phillip E.; Adams, E. Kathleen*
Tax Base Composition and Family Income in Measuring School District Fiscal Capacity. Working Papers in Education Finance, Paper No. 12.
**Education Commission of the States, Denver, Colo. Education Finance Center.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 78
CONTRACT- 400-76-0039
AVAILABLE FROM- Publications, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Assessed Valuation; Case Studies; Elementary Secondary Education; *Equalization Aid; Expenditure Per Student; Fiscal Capacity; Income; School Demography; *School District Spending; *State Aid; Tables (Data)
IDENTIFIERS- Colorado; *Fiscal Response; Minnesota; *State Aid Formulas

The authors' review of several studies on school district fiscal response to state aid formulas precedes a summary of their research results from case studies of Colorado and Minnesota. The studies reviewed examined factors influencing district fiscal capacity and expenditure changes made in response to aid formulas, especially to formulas' "fiscal price" aspects (where additional aid is made dependent on district tax rate increases). In the summary of research on Colorado and Minnesota, both of which have modified guaranteed tax base formulas, the authors examine numerous variables' effects on district fiscal response and note the elasticity of the responses. The variables covered include household income, residential property values, state and federal aid, the formulas' fiscal price effects, pupil density and growth rate, percentage of minority pupils, and number of districts per square mile in a district's surrounding region. In their conclusions the authors discuss modifications in state aid formulas, including weighting for income and other variables, and long term changes in such factors as property values and fiscal capacity. A lengthy appendix provides 10 tables showing the Colorado and Minnesota results and also lists the data sources. (RW)

ED 229 861 EA 015 644

*Vincent, Phillip E.*
School Finance Reforms and Big-City Fiscal Problems. Working Papers in Education Finance, Paper No. 16.
**Education Commission of the States, Denver, Colo. Education Finance Center.**
PUB DATE- Jul 78
AVAILABLE FROM- Publications, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Cost Indexes; Declining Enrollment; *Educational Equity (Finance); Elementary Secondary Education; Ethnic Distribution; *Financial Problems; *Fiscal Capacity; Tables (Data); Urban Areas; *Urban Schools
IDENTIFIERS- Cost of Education Indexes; Economies of Scale; *Municipal Overburden; State Aid Formulas

Fiscal problems facing big-city schools have been exacerbated by several underlying problems and have also raised conceptual issues concerning higher government levels' involvement in dealing with the problems. Alternative policies, however, are being developed to handle the problems and questions. In many big-city districts, but chiefly those in the East, the tax base is not expanding as rapidly as district expenditures. Underlying this fiscal problem are such factors as declining enrollments, the student body's shifting ethnic composition (with attendant increases in special needs students and difficulties in hiring teachers), and higher costs in large big-city districts (that is, diseconomies of scale). The conceptual issues raised revolve, first, around school finance equity, including the reconciling of fiscal neutrality with equal expenditure per student and the use of property values or income as measures of district fiscal capacity. The issues involve, second, the use of the concept of municipal overburden to justify additional aid to big-city districts. Alternative policies proposed for helping big-city schools include cost of education indexes, to compensate for higher costs, and the incorporation of district fiscal response and fiscal capacity factors into state aid formulas. (RW)

ED 229 862 EA 015 645

*Odden, Allen*
Voter Attitudes toward Government and Spending. Working Papers in Education Finance, Paper No. 20.
**Education Commission of the States, Denver, Colo. Education Finance Center.**
PUB DATE- May 79
AVAILABLE FROM- Publications, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Educational Equity (Finance); National Surveys; Property Taxes; *Public Opinion; School Effectiveness; School Support
IDENTIFIERS- Proposition 13 (California 1978); *Tax Limitations

The author addresses the problem of the public's attitude toward the issues of educational finance and relates it to the attitude on government spending a a whole. From the results of tax and expenditure limitations on ballot measures in 1978 and 1979, he observes that there is no national movement to copy California's Proposition 13. Polls taken in 1978 to assess citizens' opinions on taxes, government, education, and the general state of the nation made clear that people wanted to cut government waste but not government programs. Similarly, in a poll taken in California specifically on issues in educational effectiveness, voters expressed strong support for educational programs in general but were concerned most with decline in quality, poor management, and cost increases in schooling because of inflation. Respondents also favored giving all school districts, whether rich or poor, an equal expenditure per pupil. To maintain public support for schools, it is concluded that educators should address the concerns of waste and quality. (JW)

ED 229 863 EA 015 646

*Odden, Allan*

Public School Finance: Prognosis for the 1980s. Working Papers in Education Finance, Paper No. 36.

**Education Commission of the States, Denver, Colo. Education Finance Center.**

PUB DATE- Aug 80
AVAILABLE FROM- Publications, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Finance Reform; *Financial Support; Politics of Education; School Demography; State Aid; Taxes
IDENTIFIERS- School District Wealth; Tax Limitations

School finance reform will still be a major issue in the 1980s, in both state legislatures and the courts. Reform efforts have concentrated on four issues: differences in expenditure per pupil across districts within a state, links between expenditure disparities and district property wealth, services for special needs students, and unique conditions of some types of districts. Actions in the 1970s began with court challenges and moved to legislated finance reforms, which have reduced the expenditure-wealth link. The 1970s reform activities also helped maintain total education expenditures and increase the state share of such spending. In the 1980s the demographic, political, and economic contexts of school finance will include declining school-age populations, increasing proportions of minority students, potential decreases in political support, competition with tax limitation movements, and political fragmentation within the education community. Seven issues will dominate school finance in the 1980s, including continued basic school finance reforms, finance reforms' linkage to tax structure questions, educational program and service equity concerns, educational productivity, simplification of categorical programs, the relationship between school finance and state and local finance in general, and continued litigation on school finance. (RW)

*Augenblick, John*
School Finance: Past, Present and Future Issues in the States. Working Papers in Education Finance, Paper No. 38.
**Education Commission of the States, Denver, Colo. Education Finance Center.**
PUB DATE- Oct 81
AVAILABLE FROM- Publications, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Court Litigation; Educational Equity (Finance); Educational History; Elementary Secondary Education; *Finance Reform; *Financial Problems; School Taxes; *State Aid
IDENTIFIERS- Educational Adequacy; Municipal Overburden

The history of school finance reform in the last 75 years provides a context for considering future school finance issues and the different school finance problems faced by the various states. From 1900 to 1965 states provided foundation aid to school districts. In the mid-1960s federal aid was added for special needs students. In the late 1960s and through the 1970s, court litigation became the locus of school finance reform efforts, focusing on equal protection arguments and variations in district needs. Tax reform also became an issue. Now, most states are more sensitive to property wealth-related inequities in educational finance. Future issues in school finance will involve district size, municipal overburden, alternative sources of district revenues, educational adequacy, public support for private education, and teacher salary levels. States can be grouped according to six school finance problems they wil face in the 1980s, including those with pending school finance or municipal overburden cases, those anticipating reforms or reviewing past reforms, those facing fiscal crises, and those where reforms are likely in the next few years. (RW)

ED 229 865 EA 015 648

*Odden, Allan*
School Finance Reform: An Example of Redistributive Education Policy at the State Level. Working Papers in Education Finance, Paper No. 39.

**Education Commission of the States, Denver, Colo. Education Finance Center.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 82
CONTRACT- NIE-P-81-0147
AVAILABLE FROM- Publications, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Categorical Aid; Court Litigation; Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Federal Aid; *Finance Reform; Financial Support; *Government Role; Politics of Education; Social Networks; *State Aid; State Courts; *State Government; Tables (Data)
IDENTIFIERS- Politicians

Using school finance reform as an example, the author argues that states are willing and able to handle redistributive education issues. The paper's first section presents 1970-81 financial data comparing federal and state governments' total aid to elementary and secondary education and their aid to categorical programs for handicapped, compensatory, and bilingual education. Section 2 gives an overview of states' school finance reforms in the 1970s. The section first discusses finance reforms as a redistributive issue and then provides descriptions of reforms in California, Connecticut, and Missouri as well as data on types of reforms in the 28 states with school finance reforms. Finally, it summarizes empirical studies on the reforms' impacts on state school finance structures. In the third section the author identifies political elements involved in state-level school finance reforms. He examines the roles of state courts in finance reform in all states, of state political leaders (especially governors and legislators) in the 28 states with reforms, and of the loose national network formed in the 1970s around school finance reform. Appendix tables provide data on state aid to public schools in all states. (RW)

ED 229 866 EA 015 649

*George, Russell E.*

How to Build a Positive Relationship with the Superintendent and Board of Education.

PUB DATE- Feb 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrator Guides; Administrator Role; *Board Administrator Relationship; Decision Making; Elementary Secondary Education; Leadership Styles; *Principals; *School Administration; School Community Relationship; *Superintendents; Teacher Administrator Relationship

A principal is often judged on his ability to resolve problems at the school level without appealing to superintendents and board members. Techniques for accomplishing this task include (1) clear and specific position descriptions for employees, (2) printed handbooks for employees and students, (3) fairness and consistency, (4) positive and cooperative working relationships with school employees, (5) encouragement of ideas and suggestions, (6) creation of a relationship of mutual trust, and (7) listening to parents, employees, and students. Principals should be aware of financial limitations, communicate an awareness of these limitations, and conserve resources wherever possible. They should not function as mere caretakers but should take the initiative in: implementing needed curricular and other change; involving other school leaders in this process; communicating goals and objectives to the central office; and receiving input from the staff and keeping them informed, along with the superintendent and the board, of progress being made as well as potential problems. Principals should voice disagreements and offer possible alternatives to superintendents and board members, but they should enforce established policies without indicating disagreement to the staff or the public. Principals can and should enhance their relationships with superintendents and board members by involving them in shcool activities, fostering good community relations, and acknowledging support. (JBM)

ED 229 867 EA 015 650

Computer Literacy. CSBA Task Force Report.
**California School Boards Association, Sacramento.**
PUB DATE- Nov 82
AVAILABLE FROM- Publications, California School Boards Association, 916 23rd Street, Sacramento, CA 95816 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Boards of Education; *Computer Literacy; *Computer Oriented Programs; Computers; Curriculum Design; *Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; *Program Descriptions; Purchasing; State Surveys
IDENTIFIERS- *California

To help California school board members make informed decisions about computers, this handbook offers a computer primer with examples of outstanding computer curriculum programs. Chapter 1 introduces basic computer terminology. Chapter 2 outlines issues to consider in computer acquisition and the initial implementation of computer curricula. The second chapter also gives guidelines for evaluating the individual acquisition needs of a given district. Summaries of 7 other exemplary programs selected from the over 75 districts responding to a statewide survey are also provided. The fourth chapter briefly describes how a computer works. Included in the report are diagrams of the computer process and computer systems, tables showing test score improvement through computer use, a summary of avoidable pitfalls in computer purchasing, and a list of criteria for identifying outstanding computer curricula. Three appendixes contain a glossary of computer terms, definitions of 8 computer languages, and a chart summarizing the computer programs of the surveyed school districts of 27 counties; the chart includes names of contact persons, computer types used, and grade levels involved in the programs. (JBM)

ED 229 868                                                    EA 015 651

*Williams, Allan S.*
Some Notes on Reduction in Force.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrator Role; Elementary Secondary Education; *Planning; *Reduction in Force; Seniority; Teacher Dismissal; Teacher Transfer; Tenure
IDENTIFIERS- Early Retirement; Early Retirement Incentive Program (California)

Because many school districts now face reductions in teaching and administrative staff, this short article provides information about administrative policies and roles in reducing school staffs. A section on the legal precedents for releasing tenured teachers sets out some relevant court decisions and the conditions necessary for reduction of tenured staff. The author addresses 14 commonly asked questions, including those about the steps personnel administrators should take in reductions in force, the problem of establishing seniority, the roles of principals and superintendents in school closings, the planning necessary for a reduction in force, and the ways that school districts can prevent job security from becoming a contract issue. The provisions of the retirement incentive program used by the Pasadena Unified School District (California) are included, as is a memorandum from the superintendent of the Bedford (Massachusetts) public schools that announces the dismissal of teachers and details the steps for teachers to apply for transfer. The article concludes with a list of other sources of information on reductions in force. (JW)

ED 229 869 EA 015 652

*White, John H.*
A Field Study on a Bonus Program to Reduce Teacher Absenteeism.
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; Rewards; *Teacher Attendance; *Teacher Attitudes; *Teacher Employment Benefits; Unions
IDENTIFIERS- Second Mile Plan

To discover how teachers feel about a bonus program designed to give stipends to teachers with few absences, the author surveyed teachers in two elementary schools, one an urban school with a heterogeneous student body and the other suburban and homogeneous. By using a questionnaire, information was gathered on (1) standard demographic characteristics, such as amount of teaching experience, marital status of teachers, numbers and general performance level of students in classes, days of sick leave taken, and reasons for sick leave; and (2) the teachers' responses to the establishing of a bonus program. The research found a significant demographic difference between the two schools in the teachers' experience, marital status, number of absences taken, and reasons for taking sick days, but also found generally similar opinions on bonuses.

Teachers responded to a proposed bonus program by saying whether they had ever heard of such a program (overall, 71 percent yes), if they would like to see such a program begun in their schools (83 percent yes in the urban school, 60 percent yes in the suburban school), and if the program would reduce teachers' absences (overall, 83 percent yes). Most respondents said that students would benefit most from a bonus program and that the union leadership would probably be interested in such bonuses. The paper concludes by noting possible barriers to be overcome in introducing a bonus program. (JW)

*Hilley, John*
Tax Credits for Education.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Educational Equity (Finance); Elementary Secondary Education; Family Income; Federal Legislation; Finance Reform; *Fiscal Capacity; Parent Financial Contribution; *Private School Aid; *Tax Credits; Tax Rates
IDENTIFIERS- *Fiscal Neutrality

To determine whether the proposed federal legislation allowing tax credits for private schooling would move closer to achieving the goal of fiscal capacity neutrality, the author reviews the legislation, discusses its effects on students and taxpayers, and proposes a tax credit system that achieves equity for students in both public and private schools. The provisions of the 19 tax-credit bills before the 97th Congress are described, as are the Reagan Administration's preferences on the issue. It is concluded that even a compromise tax-credit bill would raise the level of public expenditure per pupil enjoyed by private school users and violate the principle of fiscal capacity neutrality. The proposed legislation would also probably lead to a reduction in the local and state tax rate to support public education. Adapting Martin Feldstein's proposals for fiscal capacity neutrality, the author proposes opening a free-market competition between public and private schools by eliminating local governments' taxing for education and granting tax credits to public and private school users on the basis of their incomes, with large enough credits to poorer taxpayers to maintain fiscal neutrality and to richer taxpayers to avoid financial recapture. (JW)

*Sample, John*
The Vroom and Yetton Normative Leadership Model Applied to Public School Case Examples.
PUB DATE- 12 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrative Problems; *Decision Making Skills; Elementary Secondary Education; Leadership Styles; *Leadership Training; Management Development; Problem Solving
IDENTIFIERS- Vroom and Yetton Normative Leadership Model

This paper seeks to familiarize school administrators with the Vroom and Yetton Normative Leadership model by presenting its essential components and providing original case studies for its application to school settings. The five decision-making methods of the Vroom and Yetton model, including two "autocratic," two "consultative," and one group method, are introduced. Before being provided further information about the model, readers are invited to select which of the five methods applies most appropriately to each of four cases that requires administrative-level decisions in public schools. Lists of problem attributes and diagnostic questions given by Vroom and Yetton are provided, as well as their seven rules for decision-making and their model decision tree. Finding that school administrators often have difficulty with the issues of the quality of decisions and the structure of decision-making, the author emphasizes those problem attributes in applying the model's decision-making rules. The paper concludes with Vroom and Yetton's design for decision-making training. (JW)

# DOCUMENT RESUME

ED 229 872 EA 015 656

Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982).
**Canadian International Development Agency, Ottawa (Ontario).; International Development Research Centre, Ottawa (Ontario).**
REPORT NO.- IDRC-205e; ISBN-0-88936-361-7
PUB DATE- 82
AVAILABLE FROM- UNIPUB, Box 433 Murray Hill Station, New York, NY 10016 ($11.00; microfiche edition available; also available in French).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTIONS- *Cost Effectiveness; Developing Nations; Educational Change; *Educational Demand; *Educational Development; *Educational Finance; Expenditures; *Financial Support; Foreign Countries; International Organizations; International Programs; Tables (Data)
IDENTIFIERS- *International Aid

Four papers were presented at a conference of 16 donor agencies involved in funding educational development and research. The conference focused on world investment in education, constraints on educational funding, and experiences with educational innovations aimed at improving cost effectiveness. Following an introductory overview of the conference, the first paper--"Adjusting to the 1980s: Taking Stock of Educational Expenditure," by Keith Lewin and others--develops the case for maintaining real educational expenditures at 1970s levels. "The Political Economy of Financing Education in Developing Countries," by Martin Carnoy and others, focuses on social demand for education and describes a cross-national study of educational demand, expenditures, and governments' political legitimacy. Nelly Stromquist's "A Review of Educational Innovations to Reduce Costs" examines the cost effectiveness of new educational technologies, nonformal education programs, and changes in the formal school system. "Priorities and Problems in Education for Development," by J. King Gordon, reports on a survey of European government agencies and international organizations involved in financing Third World educational development. Brief comments on the conference are presented from representatives of the World Bank, Kenya, Thailand, and Colombia. References for the papers and a list of conference participants are included in the document. (RW)

ED 229 873 EA 015 657

*Kelly, Noeline*
Essential Knowledges and Skills for Beginning Principals.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Administrative Principles; *Administrator Education; *Administrator Responsibility; *Administrator Role; Course Content; *Educational Research; Elementary Secondary Education; Internship Programs; *Principals
IDENTIFIERS- *Beginning Principals; Descriptive Research; Prescriptive Research

The purpose of this literature review is to produce a list of essential knowledge and skills for beginning principals. Research on the principalship falls into two distinct categories: prescriptive and descriptive. Prescriptive research emphasizes the perceived or idealized role of the principal as "bold innovator" or "creative manipulator." Indepth descriptive research studies, on the other hand, reveal the principal as not so much an instructional leader as a master of human relations, a crisis intervenor, and a listener and counselor. Discrepancies between the perceived and the actual role of the principal could be reduced if the theoretical training of administators better reflected actual practice. Departments of educational administration responsible for preparing administrators should place more emphasis on people-handling skills, and school districts should focus on this quality in selecting principals. Administrative internships, for example, can play a significant role in narrowing the gap between the perceived and the actual. The document concludes with two lists: (1) topics that should be covered in administrative theory courses (including management theory, public and human relations, education technology, and psychology); and (2) skills the researcher believes are necessary for a beginning principal (including motivation, crisis intervention, and delegating). (Author/PB)

ED 229 874 EA 015 660

*Wiggins, Thomas*
Occupational Stressors and Administrative Role in Educational Organizations.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Role; Elementary Secondary Education; Physical Health; Principals; Questionnaires; *Stress Variables; Superintendents; Tables (Data); Time Management; Work Environment
IDENTIFIERS- *Job Stress

To explore the relationship between occupational stressors and educational administration, a random sample of 226 Oklahoma administrators was given an administrative stress questionnaire. The administrators--including 52 superintendents, 50 central office administrators, 61 secondary principals, and 63 elementary principals--were all enrolled at the University of Oklahoma for certification at higher or different levels. Variables covered in the questionnaire included administrative position, age, sex, perceived stresofulness of the job, health and illness patterns, leisure-time physical activities, and 16 stressful situations, such as emergencies, need to get things done on time, overwork, and unclear responsibilities. Data analysis allowed construction of characteristic profiles of stress/strain components for each administrator group and also yielded a number of general findings. The results indicated that administrative roles were perceived as moderately stressful; that time utilization (the need to get things done), communication problems, and workload were the most common types of stressors; that hypertension was reported by males only; and that physical activity was common. A copy of the questionnaire is appended. (Author/RW)

ED 229 875                                   EA 015 661

*Meyer, Linda A.*
The LEA's Perspective of Change: The Case for Directed Development.

PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Case Studies; Change Agents; *Educational Improvement; *Educational Innovation; Educational Research; Elementary Secondary Education; Program Effectiveness; *Program Implementation; Tables (Data); Teacher Attitudes
IDENTIFIERS- Direct Instruction Follow Through Project; New York City Board of Education

A brief literature review and a report on two studies of change implementation in schools indicate that "directed development," in which experts give help directly to classroom teachers, is the most effective implementation strategy. The author's literature review traces research on program implementation from a 1975 Rand report stressing "mutual adaptation" of school and change programs, through reports on attempts to implement mutual adaptation, to a reanalysis of the Rand data that instead emphasizes directed development. The paper then summarizes two studies evaluating change implementation programs that used directed development. For the first study, covering the School Improvement Program carried out by the New York City Public Schools in 24 public and private schools, the author describes the schools, the project, the variables studied, and the evaluation findings from interviews and a questionnaire survey. The second study involved implementation of the Direct Instruction Follow Through model in one school district. A project description precedes a summary of interview results from the study. Among the author's findings are that the studies support using experts to give teachers direct assistance that results in student achievement gains. (RW)

ED 229 876 EA 015 663

*Holmes, C. Thomas; Matthews, Kenneth M.*

The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Academic Failure; Aptitude Treatment Interaction; Comparative Analysis; Correlation; *Elementary School Students; Elementary Secondary Education; *Junior High School Students; *Student Promotion; Tables (Data)
IDENTIFIERS- Meta Analysis

Because studies have variously analyzed the effects of nonpromotion on elementary and junior high school students--with some studies selecting control groups from within the same school and others without, some from age-peers and others from grade-peers--this meta-analysis mathematically integrates the research findings to coordinate their results. Using 44 studies that met the topic criteria, the authors measured the "effect sizes" in grand means. When each effect size was treated equally, the grand mean effect size was -.37, indicating that promoted children scored 0.37 standard deviation units higher than retained children on the outcome measures. When effect sizes within each study were averaged, the grand mean was -.34. In studies in which promoted and nonpromoted students had been compared, the grand mean was -.38. It is noted that the high degree of consistency lends credibility to the validity of the findings. In addition to the grand means, effect sizes were calculated on some dependent variable measures, including academic achievement, personal adjustment, attitude, behavior, and attendance. The cumulative research shows that the potential for negative effects consistently outweighs positive outcomes. The analysis concludes with an extensive list of references. (JW)

---

ED 229 877 EA 015 664

*Sullivan, Daniel J.*
Comparing Efficiency between Public and Private Schools.
**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-TTC-15
PUB DATE- Feb 83
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Comparative Analysis; Educational Economics; *Efficiency; Elementary Secondary Education; *Expenditure Per Student; Instructional Student Costs; Noninstructional Student Costs; Private School Aid; *Private Schools; *Public Schools; Research Design; *Research Problems

This study weighs the validity of current arguments about the efficiency of public versus private schooling by critically examining the research that has compared the expenditures of public and private schools and by questioning common assumptions in the debate. Simple comparisons of per-pupil costs are found to be misleading as indicators of educational services because they do not include the publicly-mandated programs required of public schools, nor the donated resources by which private schools often supplement their services, nor the specialized instruciton and facilities often found in public schools. In addition, the author finds that those measures of relative effectiveness of education that generally favor private schools do not account adequately for the difficulties in accurately comparing student performance and in identifying the part of an outcome attributable to school resources. Assumptions found in most analyses of educational costs and productivity are then examined, including the views that the outputs and educational processes of public and private schools are identical and therefore comparable, and that the issues of efficiency and equity are independent. Concluding that current comparisons of public and private schools may not be valid, the paper suggests criteria for aid to private schools and topics for further research. (JW)

ED 229 878 EA 015 668

*Kirp, David L.; Jensen, Donald N.*
What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered.
**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-83-A5
PUB DATE- Feb 83
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; *Court Litigation; *Disabilities; *Due Process; Educationally Disadvantaged; Elementary Secondary Education; Federal State Relationship; Legal Problems; Mental Retardation; Nondiscriminatory Education; *Special Education; Student Placement; *Student Rights
IDENTIFIERS- Pennsylvania Assn for Retarded Children v Penn

The landmark judicial decision "Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania" exemplifies a growing tendency toward the legal redefinition of educational issues previously committed to professional or bureaucratic solutions. During the decade since the "PARC" decision went into effect, the hearings and appeals process it mandated has come to emphasize procedural concerns at the expense of substance. The decision ushered in a dramatic increase both in the number of children receiving special education services and in financial support for such services. Its due process hearings, however, have proved more useful for settling individual grievances than for bringing about institutional/systemic reform. A comparison of model appeals cases reveals that, although the quality of decisions has improved, confusion still remains concerning what constitutes "appropriate" instruction and placement. Federal judicial second-guessing since the 1975 "Fialkowski v. Shapp" case has complicated matters legally by challenging the "PARC" system's autonomy. Although the "PARC" case had the positive function of placing special education on the political agenda and shocking the educational system into responsiveness, its decade-long history argues for an awareness of the dangers of legalism and the extent to which a fixation on process can trivialize substantive rights. (JBM)

ED 229 879 EA 015 669

*Levin, Henry M.; Rumberger, Russell W.*
The Educational Implications of High Technology.
**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-PR-83-A4
PUB DATE- Feb 83
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Automation; Education Work Relationship; Employment Opportunities; *Employment Projections; General Education; Job Simplification; Job Skills; Retraining; Skill Obsolescence; Tables (Data); Technological Advancement
IDENTIFIERS- *High Technology

The changes to be effected by high technology in both projected employment growth and existing jobs seem to require significant changes in the American educational system. However, government estimates for the period 1978-90 suggest that employment growth will favor jobs that require little or no training beyond the high school level (for instance, janitors, nurses' aides, sales clerks, cashiers, and restaurant workers). Although the percentage of high technology occupations will increase quickly over this decade, the contribution of these jobs to total employment will be quite small. On the other hand, the evidence from past and present applications of technology to existing jobs suggests that future technologies will lead to further job fragmentation (where work tasks are simplified or routinized) and job "deskilling" (the reduction of opportunities for worker individuality and judgment). While such mechanization does reduce labor costs, it also allows management to control more easily the pace of production. This assessment favors a solid basic education over narrow vocational preparation, since a strong general education improves understanding of modern complexities and enhances worker adaptability in a changing job market. Quick and efficient response by educators to training needs and recurrent education are also important, since workers' skills may not be useful over their entire work lives. (PB)

ED 229 880 EA 015 670

*Rumberger, Russell W.*
The Job Market for College Graduates, 1960-1990.
**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-P-R-83-A3
PUB DATE- Feb 83
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Graduates; *Education Work Relationship; *Employment Level; *Employment Opportunities; *Employment Patterns; *Employment Projections; Equal Opportunities (Jobs); Income; Labor Force; Labor Market; Labor Needs; Minority Groups; Tables (Data); Underemployment

An analysis based on U.S. census data of labor market opportunities for young, inexperienced college graduates (out of school less than five years) over the last three decades and projected into the next reveals significant trends. These opportunities are measured by types of jobs held and relative earnings. Comparisons of government figures on actual and projected growth in educational attainments and in employment show that during the 1960s college graduates increased their chances of finding high-level jobs. But during the 1970s opportunities deteriorated rapidly; job opportunities in the 1980s will be more like the 1950s and 1970s than the 1960s. Black college graduates' earnings relative to those of their white counterparts improved slightly over the last two decades. White female college graduates experienced no such improvement. Female and minority college graduates still earn less than white male high school graduates. While the educational attainments of U.S. workers continue to increase, employment growth in the 1980s will not produce widespread opportunities in high-level fields. College graduates may continue to hold an advantage in the labor market, but increasing numbers will have to accept jobs incommensurate with their training. Twelve tables include information on employment growth, earnings, and educational attainments. (PB)

ED 229 881 EA 015 671

*Rumberger, Russell W.*
Social Mobility and Public Sector Employment.
**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-P-R-83-A2
PUB DATE- Feb 83
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Graduates; *Employed Women; Employment Opportunities; Employment Patterns; Employment Statistics; *Equal Opportunities (Jobs); *Government Employees; *Income; Labor Market; *Minority Groups; Social Mobility; Tables (Data)
IDENTIFIERS- Private Sector; Public Sector

Although the government's role as provider of social services and guardian of individual rights has had little effect on the economic position of women and minorities, as an employer it has greatly improved their welfare in terms of job opportunities and earnings. U.S. census data from 1960 to 1980 show that the public sector currently employs one-sixth of the labor force and has generated a quarter of all new jobs in those years. The types and number of jobs government creates have benefited women and minorities by providing relatively more high-level job opportunities than has the private sector. As a consequence, the public sector employs from one-third to two-thirds of minority and female college graduates. While earnings discrimination exists in both the public and private sectors, the earnings gap is generally lower in the public sector, where, during the 1960s and early 1970s, minorities and women earned more than their counterparts in the private sector. This advantage has now largely disappeared because of inflation and the government's huge fiscal deficit. Fiscal problems are causing reductions in the work force and may threaten future employment opportunities for these groups. This may severely hinder their social mobility. Four tables provide data on employment growth, government employees, and earnings. (PB)

ED 229 882 EA 015 672

*Kirst, Michael W.; Meister, Gail*

The Role of Issue Networks in State Agenda-Setting.

**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IFG-P-R-83-A1
PUB DATE- Feb 83
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- Centralization; Communication Research; Coordination; Educational Legislation; Information Networks; Network Analysis; *Policy Formation; *Politics of Education; Social Action; *Social Networks; *State Legislation; Tables (Data)

By synthesizing theoretical and empirical research on issue networks, this paper describes and classifies four examples of networks involving educational issues. A literature review shows that, unlike other social and economic influences, networks are marked by flexibility in membership, leadership (individual, group, or organizational), structure, operation, and lifespan. The literature also reveals that the initiators of issues may generate a policy movement by creating a network of advocates. Applying the literature's conclusions to four issues of state policy-making--school finance reform, creationism, collective bargaining for teachers, and minimum competency graduation--shows the influence of various types of networks. None of the issues was actively advocated by federal government policy. Interview data and socioeconomic information were considered in analyzing the effects of the four issues on the policy agendas of California, Florida, Indiana, Massachusetts, Texas, and Washington State. Networks were typed by their degree of uniform adherence to a concept and by their style of organization. The cases ranged from absolute control over the concept and strict centralization of dispersal, in the case of "creation science," to the diffusion of a general concept without centralized guidance, in the case of minimum competency testing. Besides degrees of agreement, the paper notes, networks could possibly be typed according to variations in policy solutions and content. (JW)

*Neal, David; Kirp, David L.*

The Allure of Legalization Reconsidered: The Case of Special Education.

**Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- IFG-PR-82-A27
PUB DATE- Jan 83
GRANT- OB-NIE-G-80-0111
AVAILABLE FROM- Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Court Litigation; *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal State Relationship; Government School Relationship; Legal Responsibility; Mental Retardation; Nondiscriminatory Education; Public Policy; *Special Education; *Student Rights
IDENTIFIERS- *Education for All Handicapped Children Act; *Legalization (Educational Governance)

The Education for All Handicapped Children Act, Public Law (PL) 94-142, exemplifies the trend in American public policy toward the "legalization" of educational issues previously left to political or professional solution. Such legislation characteristically includes a focus on individual rights, the use of legal concepts and modes of reasoning, and the provision of legal techniques such as written agreements and court-like procedures to enforce and protect rights. In the area of special education, "Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania" marked the end of the first stage of legalization, translating political pronouncements into legal guarantees and precipitating widespread litigation on behalf of the handicapped. The "PARC" and subsequent decisions were crucial in initiating and shaping federal legislative policy involving special education. As the culmination of the legalization process through federal legislation, PL 94-142 emphasizes due process and procedural matters more than it does substantive issues, such as what constitutes an appropriate education. Although such legislation was necessary to bring attention to and legitimate the educational claims of the handicapped, the legalized model should not be relied upon too heavily and could be modified to avoid some of its detrimental effects, including its potential for distorting the allocation of education resources. (JBM)

ED 229 884 EA 015 679

*Bell, T. H.; And Others*

The Prospects for Financing Elementary/Secondary Education in the States. Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education. Volume 1.

**Department of Education, Washington, DC.**

PUB DATE- Dec 82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment; Enrollment Trends; Expenditure Per Student; Federal Aid; *Financial Problems; Fiscal Capacity; Maps; *School Demography; *School Funds; Tables (Data); Trend Analysis

The first of 3 final reports from the Department of Education's School Finance Project, this volume presents in 4 chapters, 7 appendixes, 8 maps, and 32 tables the results of analyses of factors affecting elementary and secondary educational finance. Chapter 1 introduces the report and outlines how it is organized. Chapter 2 offers an overview of major economic, demographic and fiscal trends for the nation as a whole, while chapter 3 describes the analytical framework used in the study and notes the study's limitations. Chapter 4 presents the study's results. The chapter first discusses state-by-state demographic trends and projections (used as indicators of educational demand), including school-age population, public and private enrollment, ethnic and income composition, and migration; it then focuses on state and local factors (used as indicators of educational resources supply), including expenditures, dependence on federal aid, and fiscal effort and capacity. The chapter concludes with an assessment of state financial prospects, dividing the states into three groups, those with favorable, average, or unfavorable funding prospects. The appendixes provide methodological discussions and additional data and projections for demographic and fiscal factors. (RW)

ED 229 885 EA 015 699

Jones, Effie H.
Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems and Needs.
PUB DATE- Mar 83
AVAILABLE FROM- Publications, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 ($5.00; add $1.50 postage and handling on orders under $15.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Administrative Problems; Administrator Selection; Black History; *Blacks; Elementary Secondary Education; Minority Groups; Needs; *Principals; *Racial Composition; *Racial Discrimination; *Superintendents; Tables (Data); Trend Analysis

Historical background data and recent research on the distribution and representation of black school administrators (especially superintendents and principals) reveal significant trends. Recent trends show blacks are usually appointed to administrative positions in large urban schools with large minority populations and severe problems. Moreover, white administrators do not actively recruit minorities despite minority underrepresentation in administration. Black school administrators encounter various problems: (1) dwindling job opportunities and federal funds; (2) a scarcity of role models and mentors; (3) negative responses from subordinates; (4) conflicting expectations about black administrators' loyalties; (5) misunderstanding of the dynamics of educational administration; (6) widespread resistance to the employment of minorities; and (7) unreasonable expectations that black administrators can quickly solve difficult economic, social, and racial problems. Black school administrators need the support of mentors, friends, and families; training that provides understanding of institutional barriers and dynamics; support from educational organizations against recent attempts to curb affirmative action enforcement; an end to racially discriminatory certification programs; the adoption of active minority recruitment policies; recruitment and support of minority graduate students in educational management studies; and programs to assist in the hiring and promotion of black administrators. Tables provide distribution and representation statistics. (PB)

# DOCUMENT RESUME

EC

ED 229 886 EC 151 083

*Beam, Gail C.*
Albuquerque Integration Outreach Project. Final Performance Report, July 1, 1981-June 30, 1982.
**Albuquerque Special Preschool, NM.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Jun 82
GRANT- G008101071
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Disabilities; *Mainstreaming; Outreach Programs; Preschool Education; Program Descriptions; *Program Development; *Program Effectiveness; Program Evaluation; Rural Areas; *Student Placement; Urban Areas
IDENTIFIERS- *Albuquerque Integration Outreach Project

The final report details results of the Albuquerque Integration Outreach Project, designed to increase awareness about serving young handicapped children in mainstream settings. The performance section presents data on seven project objectives, including developing a project brochure, conducting awareness workshops, disseminating research results on a national level, field testing the guide developed to help educators integrate handicapped and nonhandicapped preschoolers, and providing outreach to rural as well as urban early childhood programs serving handicapped children in integrated settings. A summry of research considers improving placement decisions for handicapped children, measuring children's developmental gains, and comparing the academic readiness of nonhandicapped children in integrated and non-integrated classes. (CL)

ED 229 887 EC 151 084

*Price, Marilyn; Weinberg, Nessa*
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.
**Albuquerque Special Preschool, NM.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 82
GRANT- G008101071
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Classroom Techniques; Curriculum; *Disabilities; *Mainstreaming; *Peer Acceptance; Preschool Education; *Program Development; Teacher Role; Teaching Methods
IDENTIFIERS- *Albuquerque Integration Outreach Project

The manual is intended to help teachers who are integrating handicapped children into preschool programs. It opens with a description of the Albuquerque Special Preschool, a program in which handicapped children were integrated in successively less restrictive environments. The raltionale for integration is presented in terms of research and of parents' responses. A section on preparing for an integrated classroom includes assessment, development of an individualized education program, and selection of curriculum. The final section details strategies for use in the integrated classroom, including incorporating play, using self-selection as an approach to foster interaction, conducting snack time and large group activities, scheduling outdoor activities, considering effects of group management/environmental factors, and dealing with differences. (CL)

ED 229 888 EC 151 099

The Napa Infant Program. Final Program Performance Report, July 1, 1981-June 30, 1982.

**Sonoma State Univ., Rohnert Park, CA. California Inst. of Human Services.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Sep 82
GRANT- G007900507
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Class Activities; Developmental Stages; *Disabilities; *Handicap Identification; High Risk Persons; *Home Instruction; *Infants; Intervention; Parent Child Relationship; *Parent Education; Preschool Education; Staff Development; Transitional Programs
IDENTIFIERS- *Napa Infant Program CA

Activities and accomplishments of the Napa (California) program for disabled infants, birth to 5 years old, are summarized; and forms and program materials are presented. Components of the program, which served 25 children (birth to 3 years old) in 1981-1982, are discusssed as follows: early identification of children at risk; developmental assessment to determine each child's strengths and needs; classroom and home-based programs and a transitional classroom; support services for parents; curriculum development; staff training; and demonstration/dissemination activities. Appended materials include a search/referral form; a self-rating form--Parents Strengths and Needs Assessment; information on programs and agencies for parents; curriculum units and guidelines; evaluation data sheet; technical assistance agreements; information on site training; a list of videotapes of conference addresses on infant and young children with special needs; and an introduction to a slide presentation on infant intervention components. (SEW)

ED 229 889 EC 151 633

*Karchmer, Michael A.; And Others*
Investigations of Cognitive Strategies and Cognitive Flexibility in Hearing Impaired Children. Final Report.
**Gallaudet Research Inst., Washington, DC.**
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)

DESCRIPTIONS- *American Sign Language; *Cognitive Processes; *Deafness; Difficulty Level; Elementary Secondary Education; *Hearing Impairments; Item Analysis; Language Arts; Learning Processes; Memory; Spatial Ability; Time Perspective
IDENTIFIERS- *Stroop Color Word Test

The final report consists of three studies on aspects of a common theme, that a hearing impaired (HI) person's performance on information processing tasks depends on interactions of that person's cognitive structure and strategies with properties of materials to be processed and task demands. The first study, "Recall of Temporal/Spatial Incongruent Letter Strings by Deaf and Hearing Children: A Test of Structural Determinants of Memory Performance," by J. Belmont et al., reports that comparison of 16 deaf and 16 hearing children, 11 years old, on a computerized memory test, yielded such results as that deaf children at age 11 years are better adapted to the spatial than to the temporal memory orientation. J. Bourg reports on the study, "American Sign Language and Stroop Interference," such results as that deaf Ss experienced more color-sign interference than hearing Ss and hearing Ss more color-word interference than deaf Ss. The last study, by T. Allen, "Test Response Variations between Hearing Impaired and Hearing Students," reports that nine language arts test items from a Rasch based item bank were administered to 1,542 HI students, aged 7 to 18, in 39 programs in six states with results such as finding discrepancies in the ordering of item difficulty between the hearing impaired and hearing Ss. (MC)

ED 229 890 EC 151 653

*Shuster, Susan K., Ed.; Groman, Cynthia L., Ed.*
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980).
**Indiana Univ., Bloomington. Developmental Training Center.**
SPONS. AGENCY- Ohio State Univ., Columbus. Research Foundation.
PUB DATE- Aug 80
CONTRACT- RF-377870
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Developmental Disabilities; *Evaluation Methods; Infants; *Intervention; *Parent Education; Parent School Relationship; *Student Evaluation; Test Use; Young Children

The document summarizes proceedings of an August 1980 conference on early intervention programs for developmentally disabled children attended by representatives of public instruction, federal and state model programs, early childhood staff from university affiliated facilities, instructors from colleges and universities and graduate students. Discussion is reported on two central themes of the conference: child assessment and parent training. Assessment discussion focuses on such topics as instruments used, assessment of severely motorically involved children, role of the environment, parent's role, optimum time, use of developmental ages, differences between evaluation and assessment, and use of assessment scales based on normal development. Nine principles in assessment are summarized. Discussion on parent training addressed current efforts in this area as well as pressing problems (e.g., ways to involve reluctant parents and approaches for dealing with unrealistic parent attitudes) and new directions (including improved training of medical personnel in early childhood development). Appended are descriptions of regional early intervention programs. (CL)

ED 229 891 EC 151 654

*Henn, Joan M.*
The Adaptive Physical Education Program: Its Design and Curriculum.
**Indiana Univ., Bloomington. Developmental Training Center.**
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- 78
CONTRACT- 300-77-0244
AVAILABLE FROM- Developmental Training Center, 2853 East Tenth St., Bloomington, IN 47405 ($2.30, includes postage).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adapted Physical Education; Case Studies; Elementary Education; Emotional Disturbances; Learning Activities; Lesson Plans; *Motor Development; Multiple Disabilities; Perceptual Motor Learning; *Physical Activities; *Play; *Severe Disabilities; Severe Mental Retardation; Student Evaluation; Teaching Methods

The booklet describes a program designed to improve the play skills of seriously disturbed, multiply handicapped children (5 to 13 years old) through gross motor skill development. A six step process is described for the adaptive physical education program: assessment, development of interdisciplinary goals, interventions, development of goals for specific disciplines, program implementation by each discipline, and reassessment of progress. The bulk of the document consists of assessment and curriculum materials. Entries for assessment list the skill, its description, equipment/materials, and procedures. Activity descriptions focus on skill, materials, and procedures. Lessons are said to include skills from each of four areas: balance, body awareness and perceptual motor skills; locomotor and body projection; ball skills; and play skills and game concepts. Appended material includes a case study of a 7 year old nonverbal child and sample gross motor assessment forms. (CL)

ED 229 892 EC 151 667

*Sennett, Kenneth H.*
Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior).
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Adaptive Behavior (of Disabled); Bilingual Education; Cultural Differences; *Disabilities; Early Childhood Education; Elementary Secondary Education; Handicap Identification; Limited English Speaking; Non English Speaking; Portuguese; *Reading Readiness Tests; Spanish Speaking; Statistical Analysis; Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- *Brockton Battery; *Cape Verdeans

Procedures are described to determine reliability and validity of the Brockton (Massachusetts) Battery's Tests of Reading Readiness and the Adaptive Behavior Scales, which were developed to assess performance levels of Hispanic, Portuguese, and Cape Verdean normal and high risk children. Among reasons given for development of the instruments are availability of few tests with an appropriate Spanish vocabulary, few in Portuguese, and none in Crioulo, a Portuguese-African dialect used by 212 local children from the Cape Verdean Islands. Discussed are the statistical analyses of the 2 year validation studies involving reliability and validity correlation between results achieved by 55 first grade Hispanic and Cape Verdean students on the 15 Reading Readiness Tests and the Holt Mastery Tests. Use of the "Predictive Index" to refer grade 1 children from bilingual programs to special education evaluation is outlined. Explained are development and validation of "Adaptive Behavior Scales" for age levels 2 through 14 for self maintenance which examines four behavioral areas: (1) membership in a peer group, (2) membership in a family, (3) membership in a community group, and (4) consumer activities. Appendixes, which constitute half the document, include statistical tables and the tests in the three languages. (MC)

ED 229 893 EC 151 690

Bilingual Special Education Personnel Preparation National Task-Oriented Seminar (Washington, D.C., March 19-21, 1981). A Workshop Report.

**Association for Cross-Cultural Education and Social Studies, Inc., Washington, D.C.**

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- May 81
GRANT- G008002218
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTIONS- Admission Criteria; *Bilingual Education; College Admission; *Competency Based Teacher Education; *Cultural Differences; Definitions; *Disabilities; Graduate Study; Higher Education; Leadership; Minority Groups; Preservice Teacher Education; *Special Education; Student Recruitment; Teacher Education; Workshops

The workshop report provides a philosophy and rationale for special education for the culturally and linguistically different exceptional child, outlines components of personnel preparation, reviews model admission criteria, and suggests strategies to create effective leadership. Chapter 1 contains a legislative review, definitions, and comparisons of current and recommended practices for training personnel. Chapter 2 lists such aspects of personnel preparation as functions, skills, and competencies of trainees in areas of instruction/curriculum, assessment and evaluation, classroom management, counseling and research; and knowledge required by teacher educators to conduct a competency based training program. Briefly noted and listed in Chapter 3 are recruitment strategies, criteria for admitting trainees to preservice and graduate programs, approaches to evaluation, and ways to secure funding. Chapter 4 outlines knowledge and skills needed by teacher educators and ways to improve representation of minorities in teacher education programs. Appendixes contain a directory of workshop contributors and descriptions of 25 bilingual/bicultural special education programs in 10 states for preservice and inservice teachers. (MC)

ED 229 894 EC 151 691

*Cuninggim, Whitty, Ed.; Mulligan, Dorothy, Ed.*
Volunteers and Children with Special Needs. Second Edition.
**National School Volunteer Program, Inc., Alexandria, Va.**
SPONS. AGENCY- Shell Companies Foundation, New York, N.Y.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Achievement; Elementary Secondary Education; Guides; Kindergarten Children; *Listening Skills; Mainstreaming; *Mild Disabilities; Resource Materials; *Screening Tests; *Skill Development; *Volunteer Training

The resource manual is intended for school volunteers who help regular classroom teachers with mildly handicapped children. Chapter 1 briefly describes the purpose and development of the manual. Chapter 2, on kindergarten screening, begins with a discussion of the importance of early screening and followup, by G. Schiffman, then presents such aspects of the Houston Kindergarten Screening Program as the instructions for language learning screening (in English and Spanish) and a chart of volunteer activities to help language development. Chapter 3 describes the "Listener Program," which involves pairing a warm, "listening" adult with a child who needs adult attention to develop self confidence. The chapter also includes orientation and training procedures, the text of a speech, "Rochester's Primary Mental Health Project," by E. Cowen; the volunteer guide "Effective Learning Skills: A Handbook for Listeners," by J. Jones; and "The Very Special Me I'm Glad to Be Book," a booklet for use by child and listener. The last chapter includes a handbook with suggestions for volunteers to use when helping children learn academic skills, and activities for such areas as perception, gross motor development, language math, study skill improvement, and career planning. (MC)

ED 229 895 EC 151 692

*Caldwell, Barbara; And Others*

I Used to Could Spell Wedn- Wenes- Wensday: A Resource of Teacher and Student Made Materials, Secondary Level. Second Edition.

**Hillside School, Cushing, Okla.**
PUB DATE- 76
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Class Activities; Daily Living Skills; Language Arts; *Learning Activities; *Learning Disabilities; Mathematics; Resource Materials; Secondary Education; Social Studies; Teaching Guides

The first of a three volume series is a handbook of approximately 95 student and teacher developed individual and class activities for learning disabled students in grades 6 through 12. The activities are arranged under the following main headings: "Things We Forget to Teach," such as how to make emergency phone calls; "Do You Know What I Mean?" which includes activities such as "Why Symbols" or "Goofy Sentences"; "Extraordinary Ordinaries" (e.g., "Creative Seeing"); and "You Tricked Me into Multiplying" (math activities such as "Multiplication Wheels"). Activities to develop a student's specific skill are arranged in the subject index for the following topics and subtopics: language arts (writing, listening, and speaking skills); life skills (following directions, study skills, survival, public relations/family living, self concept/valuing, thinking, time concepts, directionality, eye-hand coordination, logical sequencing, problem solving/decision making, strategy, and visual/auditory memory); math (consumer, general, and math variations); reading (word attack, vocabulary, comprehension, enrichment); and social studies (history, geography, economics, vocational). Each activity is presented according to materials needed, procedure, and sometimes, additional notes. (MC)

ED 229 896 EC 151 693

Mainstreaming: Sharing Ideas, Strategies, Materials, Techniques.
**Hillside School, Cushing, Okla.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Compensatory Education; Curriculum Development; *Disabilities; Functional Reading; *Mainstreaming; Material Development; Models; Skill Development; Teaching Guides; *Teaching Methods

The manual provides teaching approaches based on a model of least to highest modification of instruction, which may be used for a continuum of special education placements ranging from regular classroom through hospital settings. The first section on adaptive techniques (requiring the least modification) includes suggestions to adjust time for student work, learning style, learning environment, and content of material; as well as strategies such as color coding textbooks, making filmstrips, and lowering readability of content area materials. The second section on compensatory techniques (requiring greater modification) contains such approaches as helping students develop an organizational notebook, using finger multiplication, and using the mneumonic method. The third section on remedial techniques (requiring the next to highest modification) presents suggestions such as using see-through sheets for student review of material and utilizing peer helpers. The last section on survival skill instruction (requiring the greatest modification) offers such approaches as ways for students to answer chapter questions, take notes, develop study skills, and take tests. (MC)

ED 229 897 EC 151 694

Multi-Media Materials Catalogue. Secondary Level, Grades 7-12. Fifth Edition.
**Hillside School, Cushing, Okla.**
PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Affective Behavior; Catalogs; Economics Education;

Educational Games; Language Arts; *Learning Disabilities; Mathematics Materials; Reading Materials; *Resource Centers; *Resource Materials; Science Materials; Secondary Education; Social Studies; Study Habits; Vocational Education

The catalog presents annotations for over 800 multimedia resources to be used in resource rooms for learning disabled students. The resources are organized according to the following topics: reading, math, language arts, science, social studies, economics, vocational education, study skills, affective domain, games, professional materials, tests, periodicals, and equipment. Additionally, the topics are further separated into subsets in indexes for each topic; for example, the reading index has subheadings as comprehension, word attack skills, and developmental reading. For each entry, title, publisher's name, format, price, information such as readability or interest level, and a description are given. Addresses of publishers and an alphabetical title index are included. (MC)

ED 229 898 EC 151 695

Multi-Media Materials Catalogue. Supplement I to the Fifth Edition. Secondary Level, Grades 1-12.

**Hillside School, Cushing, Okla.**

PUB DATE- 81

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- Affective Behavior; Career Education; Catalogs; Games; Language Arts; *Learning Disabilities; *Mainstreaming; Mathematics Materials; Reading Materials; *Resource Centers; *Resource Materials; Science Materials; Secondary Education; Social Studies; Study Habits; Vocational Education

The catalog, a supplement to the Fifth Edition, presents annotations for approximately 120 multimedia resources to be used in resource and content area classrooms for learning disabled students in grades 7 through 12. Resources are organized according to the topics of reading, math, language arts, science, social studies, career and vocational education, study skills, affective domain, games, and professional materials. Additionally, indexes for each topic are further separated into subsets; for example, the reading index contains such subheadings as comprehension, word attack skills, and developmental reading. For each entry, title, publisher's name, and information such as readability or interest level, are given. Addresses of publishers and an alphabetical title index are included. (MC)

ED 229 899 EC 151 696

*Ambert, Alba; Dew, Nancy*
Special Education for Exceptional Bilingual Students: A Handbook for Educators.
**Wisconsin Univ., Milwaukee. Midwest National Origin Desegregation Assistance Center.**
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Bilingual Education; Curriculum Development; Definitions; *Disabilities; *Educational Diagnosis; Equal Education; Federal Legislation; *Individual Characteristics; Needs Assessment; Parent Role; *Program Development; Psychological Testing; Student Evaluation

The handbook reviews the history and current state of the art of special education for exceptional bilingual students and provides approaches for development of programs. Ties between bilingual and exceptional education are traced historically; then legislation to assure equal opportunity is reviewed. Definitions, characteristics, and special considerations with bilingual students for such exceptionalities as mental retardation and giftedness are described. A discussion on assessment includes problems associated with the prereferral process and testing, and self study questions for school districts, individual schools, and staff regarding assessment procedures. Parents' needs, rights, roles, and strategies to encourage participation are covered briefly. Program options such as developing an individualized education plan for ethnolinguistic minority students and designing instructional environments are explained. A model for program development based on a needs assessment is outlined. (MC)

ED 229 900 EC 151 697

*Weller, L. David*
Project Eureka: A Program for the Academically Gifted.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academically Gifted; *Community Resources; Curriculum Development; Grade 5; Intermediate Grades; Middle Schools; Program Descriptions; *Program Development; *School Districts; Talent Identification; Testing
IDENTIFIERS- Blooms Taxonomy; Irving Independent School District TX

The Irving, Texas, Independent School District developed and implemented Project Eureka, a 1 year program, with Elementary Secondary Education Act Title IV, Part C monies, for grade 5 middle school gifted students. Of the 1,750 students tested on the School and College Aptitude Test and the Scientific Research Associates Achievement Test, and examined by means of student work samples, teacher recommendations, student nominations, and parent requests, the highest ranked 65 students were selected. Using Bloom's Taxonomy, the project focused on five areas of skill development: gathering data, organizing data, interpreting data, synthesizing data, and forecasting results. Resource persons included a journalist, marketing analyst, and history teacher. Results of pretest-posttest measures indicated highly significant gains by the students. Another result of the project was formation of the Irving Association for the Gifted and Talented. (MC)

ED 229 901 EC 151 698

Project to Explore the Possibility of a Connection between a Family History of Diabetes Mellitus and School Learning and/or Behavior Problems in Students in Grades One to Eight.

**Educational Improvement Center-South, Sewell, N.J.**

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTIONS- *Behavior Problems; *Diabetes; Elementary Education; *Family Characteristics; *Learning Problems; School Districts; *Sex Differences; Special Health Problems; Surveys

A survey sent to parents of 1,189 students in grades 1 through 8 in three school districts explored the connection between family history of diabetes mellitus and learning or behavior problems. A yield of 816 returns gave results such as the following: of 418 returns for males, 233 students had a diabetic background (BG); of 398 returns for females, 211 students had a diabetic BG; 145 males and 60 females with diabetic BG had school related problems; and although more females had a diabetic BG than males, more males had a history of school related problems than females. The results indicated that there may be a connection between family history of diabetes and learning problems. The report contains numerous tables and statistics. (MC)

# DOCUMENT RESUME

ED 229 902 EC 151 699

*Eisert, Debra C.; Shelburne, Kathryn*
Children with Spina Bifida: Why Do They Fail in School?
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Congenital Impairments; Elementary Secondary Education; *Failure; Socioeconomic Status; Student Evaluation
IDENTIFIERS- *Spina Bifida

Thirty-eight children with spina bifida, a congenital defect involving the nervous system, were tested for verbal and performance ability and freedom from distractibility on the Wechsler Intelligence Scale for Children-Revised. Achievement on the Wide Range Achievement Test was also measured, and medical and socioeconomic information obtained. Multiple regression analyses were conducted to determine the relative contribution of social, intellectual, distractibility, and biological factors to achievement. Results revealed that socioeconomic status, verbal and performance intellect, and freedom from distractibility were generally related to achievement, while hydrocephalus and lesion level were not. Findings suggested the need for assessment to be thorough and comprehensive. (Author/CL)

ED 229 903 EC 151 700

*Mastropieri, Margo A.; Scruggs, Thomas E.*
Maps as Schema for Gifted Learners.

PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academically Gifted; *Cognitive Processes; Imagery;
Junior High Schools; *Maps; *Spatial Ability

Junior high school aged academically precocious youths participated in two experiments. In Experiment 1, Ss were required to closely process a spatially organized map or a list map prior to hearing a related prose passage. In Experiment 2, a spatially organized map was presented either before or after Ss listened to prose passages. Results indicated that although occurrence of presentation of the spatially organized map made no difference in amounts of information recalled, spatially organized maps facilitated recall of related prose material significantly more than list maps. Results also indicated that Ss in spatially organized conditions and Ss in prior presentation conditions were able to reconstruct accurately map features significantly better than the other conditions. In addition, Ss in spatially organized and prior presentation conditions appeared to benefit from the spatial organization rather than individual feature imagery, while Ss in list and posterior presentation conditions appeared to rely upon individual feature imagery. (Author/CL)

ED 229 904 EC 151 901

Miller, Rosemary; Ragghianti, Suzanne
A Soft Sell for Hardware: The Use of Microcomputer Technology for Cost Effective Special Education Management.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Managed Instruction; *Computer Programs; Disabilities; Elementary Secondary Education; *Management Information Systems; *Microcomputers; *Recordkeeping

The role of the computer as manager of instruction in special education is discussed. In Part 1, basic computer terms are introduced under the major headings of data measurement, hardware, and software. Part 2 focuses on selection criteria for microcomputers. Suggestions for evaluating software are given in terms of ease of use, documentation, dealer support, and flexibility. Considerations for hardware selection are explained to center on capacity, storage, input/output, and service. Aspects of matching the existing data collection procedures with computerization are addressed, and sample files for recordkeeping are described. (CL)

ED 229 905 EC 151 902

*Schnorr, Janice M.*
PILOT: A Programming Language for Beginners.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Programs;
Elementary Secondary Education; Microcomputers
IDENTIFIERS- *PILOT Programming Language

The presentation describes PILOT (Programmed Inquiry, Learning or Teaching), a special programing language easy for beginners to learn and available for several brands of microcomputers. PILOT is explained to contain substantially fewer commands than most other languages and to be written in an easy to understand manner. Edit commands and their responses are indicated as are commands when PILOT is used on the Apple microcomputer. A demonstration lesson is presented. The paper concludes with eight guidelines for computer assisted instruction, including personalizing the lesson, using graphics and sound effects to motivate the students, and supplying instructionally appropriate helps to students when they miss items. (CL)

ED 229 906 EC 151 903

*Neuman, Delia*
Career Planning Meets the Micro: A Demonstration.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Problems; Career Education; *Career Exploration; *Career Planning; *Computer Assisted Instruction; Elementary Education; Individualized Instruction; Learning Disabilities; Microcomputers; *Mild Disabilities; Mild Mental Retardation
IDENTIFIERS- *Career Planning System

The Career Planning System (CPS), a highly structured microcomputer package designed to provide middle school age mildly handicapped students with individualized career exploration and career planning experiences, is described. Development of the system's three components (30 floppy disks, a student guide, and an instructor guide) and field testing with learning disabled, mildly retarded, and severely behavior disordered students are traced. The system is explained to draw on the student's own interests and is pointed toward four major career development outcomes: learning about personal interests, examining occupations, identifying activities in which personal interests may be nurtured, and relating educational preparation to potential occupational choices. Ten interest areas are presented (representative occupations in parentheses): advising (child care attendant, lawyer); arranging (architect, hair stylist); building and making (roofing, painter); doing clerical work (cashier, file clerk); helping (police officer, waiter); maintaining and repairing (mechanic, plumber); thinking in pictures (cartoonist, photographer); using environmental information (farmer, landscape gardener); working with equipment (cook, telephone operator); and working with numbers and symbols (library assistant, teller). Step by step progression through the CPS is described in which students investigate activities and "interview" workers. An education plan provision of the system allows student and teacher to plan for future learning in the occupation of interest. A management component that enables the teacher to monitor the individualized lessons is described. (CL)

ED 229 907 EC 151 904

*Tinsley, Thomas E., Jr.*
What a Special Education Management System Should Look Like--A Consumers Guide. A Fully Computerized Special Education Management System Overview.
PUB DATE- Mar 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Managed Instruction; *Disabilities; Elementary Secondary Education; *Management Information Systems; Special Education

The presentation focuses on development and criteria for selecting a database management system in the schools, with particular application to special education. An introductory section describes general applications for education in three basic categories: word processing, electronic spread sheet, and database management systems. An integrated database management system (IDMS) in special education would include nine modules: demograhics; procedural safeguards; test data; observations and assessment; individualized educational program management; data sort; report writing; word processing; and calculation. An example of a report generated from an IDMS is presented. Suggestions for selecting a system are given, including comparing systems for particular needs in terms of program considerations, ease in use and flexibility, documentation, evaluation, support maintenance/agreement, training, and hardware requirements. (CL)

ED 229 908 EC 151 905

*Rushakoff, G. Evan*
The Microcomputer as an Efficient and Versatile Speech-Output Communication Aid.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Communication Aids (for Disabled); *Computer Programs; *Microcomputers; *Physical Disabilities; *Speech Handicaps

The use of microcomputers as communication aids for physically handicapped children and adults is described. Characteristics of stationary speech output communication aids addressed include encoding by single switch users, an easy to change vocabulary through the use of an "editor," capability to speak via synthesized speech in addition to printing the message, capacity for correcting an entry before the message is produced, efficiency in producing messages, and a "grabber" feature that allows the user to respond quickly to conversation. Modifications in software, hardware, firmware, and keyboards are cited that allow single switch and other nonkeyboard users to operate all keyboard software for the Apple II. (CL)

ED 229 909 EC 151 906

*Burns, Monte B.; Swearingen, Laura*
A Justification for the Use of Computer Assisted Instruction with the Physically Handicapped.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Aids (for Disabled); *Computer Assisted Instruction; Computers; Educational Methods; Elementary Secondary Education; Individualized Instruction; *Physical Disabilities

The paper reviews the beginnings of computer assisted instruction (CAI), notes the advantages of CAI over traditional instruction, and considers its most positive features when teaching children with physical handicaps. Among positive features of CAI are improved student attitudes toward CAI, equivalent retention rate, reduced paper work for instructors, and the savings in students' time spent learning an individual task. Studies on the specific advantages of CAI for physically handicapped students are reviewed. Among uses discussed are as communication aids, calculation helps, and as avenues for interacting more normally with the environment. (CL)

ED 229 910 EC 151 907

*Bell, Steven*
The Strategy Selection Matrix--A Guide for Individualizing Instruction.
PUB DATE- Feb 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Individualized Instruction; *Profiles; *Teaching Methods

The Strategy Selection Matrix (SSM) is offered as a means for matching teaching technique to the individual special needs student. Three steps in the SSM are described: development of an intra-individual learning style profile based on 14 learning components; review of the individualizing teaching strategies (such as tutoring, continuous progress curriculum, and learning stations) to arrive at a range of options; and matching the profile with the column of teaching strategies to discover the most appropriate strategies for each student. Alternative uses for the SSM include analysis of needed material adaptations to accommodate learning styles. Sample profiles charting performance on social, cognitive, sensory-motor, and emotional development are included, as is a sample SSM matching strategy with component. (CL)

ED 229 911 EC 151 908

*Roddy, Eugene A.*
Building Bridges between Mainstream and Special Education.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Curriculum Development; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; Mild Disabilities; *Special Education; Student Placement; Teaching Methods; *Trend Analysis

The author suggests ways in which the field of special education, specifically for mildly handicapped students, must reexamine its role and functions in light of budget cuts and threats of deregulation. He asserts that mainstreaming efforts must be reevaluated to assure that special education remains a part of general education in the community. Effects of increased class size and fiscal constraints on teachers' reluctance to accommodate differences in the classroom are noted. It is also suggested that regular classroom teachers need support in adapting curricula, technology, and presentation style. The importance of including the mildly learning disabled student in integrated rather than isolated school experiences is emphasized. (CL)

ED 229 912 EC 151 909

*Tindall, Lloyd W.*
Seven Steps to Employment for Learning Disabled Students.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; Agency Cooperation; Community Resources; Coordination; *Job Placement; Job Skills; *Learning Disabilities; Skill Development; *Teaching Methods; *Vocational Education; *Vocational Evaluation; Young Adults

A seven step approach designed to help special and vocational education teachers, parents, and others to develop appropriate vocational/job training programs for learning disabled adolescents and young adults is described. Assessment and evaluation include educational, psychological, and vocational measurement. Provision of support services is explained to include designation of an advocate to coordinate school-community resources and link the student with other services and professionals. Development of interagency linkages with vocational rehabilitation as well as with private industry is considered. Assistance to vocational and other educators focuses on identification and instructional modification (including adapting for learning styles). Skill development information covers functional survival skills, learning how to learn, and error correction. Twelve job placement strategies are suggested, and the importance of planning on lifetime education is noted. (CL)

ED 229 913 EC 151 910

*Yeargan, Dollye R.*
A Factor-Analytic Study of Adaptive Behavior and Intellectual Functioning in Learning Disabled Children.
PUB DATE- Feb 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Adaptive Behavior (of Disabled); Elementary Secondary Education; Factor Analysis; *Intelligence; *Learning Disabilities; *Test Use

The factorial structure of intellectual functioning and adaptive behavior was examined in 160 learning disabled students (6 to 16 years old). Ss were administered the Wechsler Intelligence Scale for Children-Revised (WISC-R) and the Coping Inventory (CI). Factor analysis of WISC-R scores revealed three factors: verbal comprehenson, perceptual organization, and freedom from distractibility. Factor analysis of the CI scores revealed only one factor. Correlation analysis of scaled scores from both tests revealed no significant amount of relationship. Findings suggested that for this population, intellectual functioning (as measured by the WISC-R) and adaptive behavior (as measured by the CI) are not significantly interrelated. Possible explanations for lack of relatedness between the two measures include differences between norm referenced and criterion referenced tests. Implications for use of norm or criterion referenced measures are made. (CL)

ED 229 914 EC 151 911

*Vance, Booney; Fuller, Gerald B.*

Minimum Competency Testing and Handicapped Children: Is There a Role for the School Psychologist?

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Civil Rights; *Disabilities; Elementary Secondary Education; Equal Education; Individualized Education Programs; *Minimum Competency Testing; *School Psychologists; Special Education; *Student Evaluation

School psychologists can play a central role in ensuring that handicapped students are treated fairly in minimum competency testing (MCT). Advocacy concerns include protection in the evaluation process as well as access to graduation and/or a high school diploma. In addition to these rights guaranteed by P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973, two other areas in MCT should be monitored by school psychologists: modifications in testing and the relationship between MCT and special education. A clearer relationship is needed between development and implementation of the individualized education program and the MCT. (CL)

ED 229 915 EC 151 912

*Ehrlich, Elinore*
Pairing--A Precursor to Mainstreaming.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; *Educational Cooperation; Educational Methods; Elementary Education; *Mainstreaming; *Peer Acceptance; Special Education; *Team Teaching

A public school in Brooklyn, New York, has developed a system in which handicapped children are integrated into the life of the school. Special education classes are paired with nonhandicapped classes. They share a variety of activities, including presenting assembly programs or plays, going on joint field trips, and sharing appropriate physical education programs. The paired classrooms combine teachers as well in a team teaching style. Such a system has many advantages: it enhances relationships between teachers as well as children from both classes; it promotes an atmosphere of acceptance, focusing on similarities rather than differences; and it uses the strengths of the teaching staff to program for individual needs. Further, the pairing system can prepare students and teachers for mainstreaming. (CL)

ED 229 916 EC 151 913

*Smith, Corinne R.*
Matching Instructional Tasks to Students' Abilities and Learning Styles.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Style; Elementary Secondary Education; *Individualized Instruction; *Learning Disabilities; *Learning Modalities; Learning Processes; *Learning Readiness; Task Analysis; Teaching Methods

In order to individualize instruction for learning disabled students, tasks should be matched to students' abilities and learning styles. Two types of task modifications include modifying the task content to coincide with what students are ready to learn and modifying task processes and features to match how students prefer to learn. Readiness assumes that students must possess the basic skills, and determining if this is so involves three processes: analyzing the task to determine process and needed instructional modification; evaluating the student's previous learning opportunities to explain performance and suggest intervention; and consulting the child about how he/she solves a particular task. Once the content of the task is determined, the student's learning style or approach should be examined. Possible areas of study for the learning disabled child include attention control, internal versus external cognitive styles, slow information processing, overloading with certain types or amounts of practice, modality strengths and weaknesses, impulsivity-reflectivity, need for directed instruction, and need to be taught learner strategies. Learning progress is maximized when classroom tasks are well matched to what the child is ready to learn and how the child prefers to learn. (CL)

ED 229 917 EC 151 914

*Davis, S. John*
An Administrator Views Programs for the Specific Learning Disability Student.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." ~~(150)~~
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Delivery Systems; *Educational Methods; Elementary Secondary Education; *Learning Disabilities; *Student Placement

A state administrator considers the controversy concerning overrepresentation of students in learning disabilities (LD) classes and examines the implications of serving LD students. He asserts that students in LD classes are those who can tolerate intensive teaching and have a good chance of returning to the regular class. In discussing the fate of LD students who haven't learned minimum standards, he suggests that reason for failure to learn be quickly addressed and a range of service options (providing different materials, transferring to a different teacher, etc.) be investigated. The core issue in serving LD students, he suggests, is how best to serve all students experiencing academic problems. Advantages and disadvantages of six possible solutions (including reserving LD teachers for those students who are clearly LD and establishing regular classroom preventive classes) are noted. (CL)

*DeVries, Monty; Feldman, David*

The Effect of a Token Reinforcement Program on the Sight Word Acquisition Rate of Learning Disabled Students in a Rural School Program.

PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Contingency Management; Elementary Education; *Learning Disabilities; *Sight Vocabulary; *Token Economy; *Word Recognition

Two intermediate elementary grade level learning disabled students deficient in reading skills participated in a study to explore the efficacy of utilizing a token reinforcement program combined with behavioral contracting to increase the acquisition rate of sight vocabulary. Word recognition behavioral data were collected by measuring the time interval required for instruction and teacher directed practice and counting the number of new words correctly identified. The results indicated that the intervention was a powerful motivation: one S increased his acquisition rate by 660% over baseline while the other increased his sight word acquisition rate 330% during the same period. Student motivation was influenced by the impact of preference surveys, reward menu, behavior contracts, and a material rewards system. (Author/CL)

ED 229 919 EC 151 916

*Galbreath, Joy; Feldman, David*
The Effect of a Token Reinforcement Program on the Reading Comprehension of a Learning Disabled Student.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Education; *Learning Disabilities; Oral Reading; *Reading Comprehension; *Token Economy

The relationship of reading comprehension accuracy and a contingently administered token reinforcement program used with an elementary level learning disabled student in the classroom was examined. The S earned points for each correct answer made after oral reading sessions. At the conclusion of the class he could exchange his points for rewards. Results after two baselines and two intervention periods on a reading series, "Reading for Concepts: Level A," indicated that the S substantially improved his reading comprehension accuracy during the token reinforcement program. Overall, he improved his comprehension accuracy 92% over the first baseline phase and 60% over the second baseline phase. (CL)

ED 229 920 EC 151 918

State Implementation Grant for Preschool Handicapped Children. Final Report, September 1, 1981 to August 31, 1982.

**South Dakota State Div. of Elementary and Secondary Education, Pierre.**

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 29 Nov 82
GRANT- G008102176
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Agency Cooperation; *Coordination; *Disabilities; Preschool Education; *Program Development; Program Evaluation; *Program Proposals; State Programs
IDENTIFIERS- *South Dakota

The report outlines efforts to meet federal and South Dakota state law requirements in serving handicapped children under 6 years of age. A plan is outlined to coordinate interagency efforts for this population. Activities are listed for three major goals (sample objectives in parentheses): to develop a comprehensive interagency plan for this population (organization of an interagency council, development and field test of a draft plan); to encourage interagency coordination at the local level (identification of parents and early childhood/special education personnel interested in forming an early childhood consortium); and to coordinate activities of the proposal with those of the Preschool Incentive Grant (communication with local education agencies). A management plan addresses personnel, timelines, and budget for objectives and activities. Procedures for a third party evaluation of the project are described. (CL)

# DOCUMENT RESUME

ED 229 921 EC 151 919

*Ewing, Preston E., Jr.; Hinton, Valeska S.*
The ABCs of Special Education: A Handbook for Parents = El ABS Sobre Educacion Especial: Un Folleto para los Padres.
**Illinois State Advisory Committee to the U.S. Commission on Civil Rights, Springfield.**
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Mar 82
AVAILABLE FROM- Illinois Advisory Committee to the U.S. Commission on Civil Rights, Midwestern Regional Office, 230 S. Dearborn St., Room 3280, Chicago, IL 60604 (no price quoted).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Civil Rights; *Disabilities; Elementary Secondary Education; Equal Education; Federal Legislation; Parent Materials; *Parent Role; Parent School Relationship; *Special Education
IDENTIFIERS- *Education for All Handicapped Children Act

This bilingual handbook is intended to help parents understand their rights under P.L. 94-142, the Education for All Handicapped Children Act. The following topics are addressed: the Act's legislative history, identification of special education, explanation of P.L. 94-142, parents' rights to know, student records, student testing, students' education plan, school placement, ways to solve disagreements between parents and the school, private and state schools, fees and costs, suspension and expulsion, summer school, substitute parents, complaints about violations of special education laws and regulations, and graduation. Regional offices of the Office of Civil Rights are listed. (CL)

ED 229 922 EC 151 920

*Bornste[illegible], Joan L.*

Outline for Remediation of Problem Areas for Children with Learning Disabilities. Revised. = Bosquejo para la Correccion de Areas Problematicas para Ninos con Impedimientos del Aprendizaje.

**National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.**

PUB DATE- 80

LANGUAGE- English; Spanish

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- Auditory Discrimination; Auditory Perception; Auditory Training; *Aural Learning; Elementary Secondary Education; *Learning Disabilities; *Motor Development; Student Characteristics; *Teaching Methods; Visual Discrimination; *Visual Learning; Visual Perception

The booklet outlines ways to help children with learning disabilities in specific subject areas. Characteristic behavior and remedial exercises are listed for seven areas of auditory problems: auditory reception, auditory association, auditory discrimination, auditory figure ground, auditory closure and sound blending, auditory memory, and grammar and syntax. Visual problems are similary considered: visual reception, visual association, visual discrimination, figure ground, visual closure, visual memory, perceptual constancy, position in space, spatial relationships, and eye-hand coordination. Motor problems in gross motor, balance, body image, and fine motor skills are addressed. The booklet concludes with information and suggestions on verbal expression problems and manual expression problems. (A Spanish translation accompanies the booklet.) (CL)

ED 229 923 EC 151 921

*Bell, Catherine; And Others*
Communicating with Parents: Special Needs Children in Family Day Care.
**Child and Youth Board of Washington County, Machias, ME.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008001926

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Communication Skills; Day Care; *Disabilities; Early Childhood Education; *Family Day Care; *Parent School Relationship; Rural Youth; Workshops

One of four packets designed to help day care providers meet the needs of handicapped children and their parents, the booklet focuses on ways to improve communication with parents. A workshop on the topic planned by a family counselor is described, and sample publicity forms and handouts from the session are included. A list of 16 provider expectations is followed by a description of four guidelines for communicating with parents. Other handouts include a discussion of "I messages" which allow for expression of feelings without violating the rights of others. Sample training evaluation questions are provided. (CL)

ED 229 924 EC 151 922

*Bell, Catherine; Chalufour, Ingrid*
Screening and Identification: Special Needs Children in Family Day Care.
**Child and Youth Board of Washington County, Machias, ME.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008001926
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Day Care; *Developmental Stages; *Disabilities; Early Childhood Education; *Family Day Care; *Handicap Identification; Rural Youth; *Screening Tests; Workshops

One of four packets designed to help day care workers provide services to handicapped children and their families, the booklet addresses issues in screening and identification. A 12-item agenda for a workshop on screening and identification covering such topics as the definitions of screening, rationale for screening, information gathered from a screening, frequently used screening methods, development of screening plans, and workshop evaluation is included. Suggestions for future workshop training briefly address planning, recordkeeping, and toy selection. Sample workshop activities and forms are provided, along with developmental checklists for language, fine motor, gross motor, cognitive, social, and self help skills. (CL)

ED 229 925 EC 151 923

*Bell, Catherine; And Others*
Stimulating Language: Special Needs Children in Family Day Care.
**Child and Youth Board of Washington County, Machias, ME.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008001926
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Check Lists; *Child Language; *Day Care; Disabilities; Early Childhood Education; Equipment; Evaluation Methods; Group Instruction; Guidelines; Interaction; *Language Acquisition; *Language Handicaps; Space Utilization; *Speech Skills; Stimulation; Student Teacher Relationship; Teaching Methods; Time Factors (Learning); Toys; *Verbal Development; Workshops

One of four packets designed to help day care providers work with handicapped children and their parents, the booklet describes a workshop aimed at stimulating children's language. The workshop centers on the Preschool Group Evaluation Checklist which assesses the following factors in group language experience: role of the adult (verbal interaction, materials, philosophy); role of children (teacher expectations, children's developmental needs); structure of space; structure of time (daily routine, planned transition time); and toys and equipment (imaginative play and age appropriateness). Guidelines are provided about interaction; listening skills (including active listening); expanding, modeling, and asking open ended questions; understanding and assessing the cognitive prerequisites of language; and assessing speech sound production and language use. Among resource materials provided are questions regarding the structure of space, toys, and equipment. A manual developed by the Washington County Preschool Project presents suggestions for activities (including auditory, visual and tactile reception; visual discrimination; and auditory association) to stimulate preschool children's language development. (CL)

ED 229 926 EC 151 924

*Bell, Catherine; Chalufour, Ingrid*
Creating Awareness: Special Needs Children in Family Day Care.
**Child and Youth Board of Washington County, Machias, ME.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008001926
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Attitude Change; *Attitudes; Day Care; *Disabilities; Early Childhood Education; Learning Activities; Rural Youth; *Simulation; *Workshops

One of four packets designed to help day care providers serve handicapped children and their parents, the booklet describes ways to create awareness of and positive attitudes toward handicapped children. Discussion of a 1-day workshop is followed by excerpts from writings of pediatricians and educators on the needs of children with disabilities. Workshop activities described include simulation activities to help participants understand the feelings accompanying handicaps. Appended materials include a list of books, films, and recipes. (CL)

*Bell, Catherine; And Others*

A Handbook for Helping Parents "Group."

**Child and Youth Board of Washington County, Machias, ME.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 81
GRANT- G008001926

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Early Childhood Education; *Group Dynamics; Leadership; *Nutrition; *Parent Associations; Parent Attitudes; *Parent Education; Rural Areas; *Self Esteem

A home based project serving special needs children 0 to 5 years old in a rural area developed a mothers' group designed to increase parents' self esteem, decrease their isolation, and provide more information about their child's development. An introductory section outlines general assumptions of the group and describes a sequence of activities to help parents become involved and build trust among group members. Motivating and restraining factors involved in group membership are considered. Leadership influences and techniques are suggested. Evaluation and scheduling concerns; activity plans used in the group to enhance parents' self esteem; parenting skills (including discipline, observation, listening, and preventive health measures); and nutrition competence are briefly examined. (CL)

ED 229 928 EC 151 926

*Bell, Catherine, Ed.*
A Handicapped Child in the Family: Readings for Parents.
**Child and Youth Board of Washington County, Machias, ME.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 82
GRANT- G008001926
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Coping; *Disabilities; Early Childhood Education; *Family Relationship; Intervention; Labeling (of Persons); Marriage; *Parent Attitudes; Parent Child Relationship; *Parent Materials; Parent Teacher Cooperation; Preschool Education; Rural Areas; Siblings

Developed by an outreach project for handicapped children 0 to 5 years of age and their parents in rural Maine, these 18 bulletins address topics related to living with a handicapped child. Directed toward parents, the bulletins touch on the following topics: parents' feelings, handicapped children's needs to be treated as normally as possible, ways to build self esteem, approaches for fostering independence, effects on marriage, the single parent, siblings, changes in family life, coping, reactions of others, encounters with professionals, the parent-professional relationship, education, early intervention, use and misuse of labels, therapists' roles, mental health professionals, and advocacy. Bulletins are written by parents and professionals and include a list of recommended readings. (CL)

ED 229 929 EC 151 927

Policies and Procedures Manual. Washington County Children's Program Outreach Project. Machias, Maine.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 81
GRANT- G008001926
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Early Childhood Education; *Educational Policy; Financial Policy; Infants; *Intervention; Personnel Policy; Program Administration; Program Development; Rural Areas; State Programs
IDENTIFIERS- *Infant Development Center ME; *Washington County Childrens Project ME

The manual presents policy and procedural information drawn from early intervention programs for handicapped infants and young children. Materials are based on the Infant Development Center (IDC) in South Portland, Maine, a state program for handicapped children from birth to 5 years old, and on the Washington County Children's Program (WCCP), a nonprofit home-based early intervention program for young children with special needs. The IDC materials address the following client policies: referrals, initial home visit, services, program planning, inactivation and followup, and recordkeeping. Additional statements are presented for policies dealing with staff, parent groups, the advisory board, general procedures, and public information. WCCP materials focus on such aspects as the project's governing body, personnel (including policies and job descriptions), direct services, and financial information. Sample forms of both projects are included. (CL)

ED 229 930 EC 151 928

*Trohanis, Pascal L., Ed.*
Strategies for Change.
**North Carolina Univ., Chapel Hill. Technical Assistance Development System.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-80-0752
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Agency Role; *Change Strategies; College Role; *Disabilities; Educational Innovation; Educational Planning; Government Role; Higher Education; Hospitals; Information Dissemination; Nonprofit Organizations; *Policy; *Preschool Children; Preschool Education; School Districts; *Special Programs; State Departments of Education

Information for planners, administrators, and advocates on the promotion of comprehensive services for preschool handicapped children is presented in seven papers. The first chapter, "The Process of Change" (G. Lambour, Ed., et al.) discusses steps for institutionalizing educational innovations and is based on four meetings of the Invisible College on the Institutionalization of Change (New York City, March, 1980). Change in local education agencies and the contribution of the private nonprofit agency are addressed in Chapters 2 and 3, respectively: "Local Change through Policy Development" (B. Smith) and "Change at a Private Nonprofit Agency" (C. Garland). Programmatic innovations in hospitals and the unique elements of state agencies and governments are considered in Chapters 4 and 5, respectively: "Changes in Health Care Settings" (A. Kaluzny) and "The State Education Agency and the Change Process" (R. Mayo, A. Taylor). The sixth chapter, "Change Strategies for Institutions of Higher Education" (N. Carlson), argues for a core group of planners within the college structure and assesses alternative change efforts. Finally, Chapter 7, "Planning for Dissemination" (P. Trohanis), considers the dissemination of products, ideas, programs, and practices. A bibliography (R. Etheridge, Comp.) contains 45 references covering hospitals, public schools, state government, and universities. (SEW)

ED 229 931 EC 151 929

*Cox, James O.; Black, Talbot*
Analyzing Costs of Services.
**North Carolina Univ., Chapel Hill. Technical Assistance Development System.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-80-0752
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- Administrator Guides; *Cost Effectiveness; Data Analysis; *Data Collection; *Disabilities; Early Childhood Education; *Information Needs; Intervention; *Program Costs; Program Development; Program Implementation; *Reports; Technical Writing; Unit Costs
IDENTIFIERS- *Handicapped Childrens Early Education Program; Technical Assistance Development System

A simplified method to gather and analyze cost data is presented for administrators of Handicapped Children's Early Education Programs, and specifically for members of the Technical Assistance Development System, North Carolina. After identifying benefits and liabilities associated with analyzing program costs, attention is focused on the internal and external audiences who need program cost data, the desired outcomes resulting from providing certain cost information to certain audiences, and general requirements of a cost analysis system. It is suggested that designing a cost analysis system for early intervention programs would involve determining program components and the specific tasks/activities, along with categories of cost data (personnel and nonpersonnel costs, and in kind contributions). Implementing the cost analysis system is discussed in terms of a trial period, staff support, data control and confidentiality, and leadership and coordination. Additional areas that are addressed include: analyzing total program costs and unit costs, types of decisions/judgments that will be encountered by categories of audiences; and the mechanics of developing reports, including a model for communicating with a specified audience for a specific purpose. Supplementary materials include: program costs form, sample activity code descriptors, a daily time/activity log, a sample line item budget matrix, cost reporting worksheets, and a list of 11 cost and benefits reports. (SEW)

ED 229 932 EC 151 931

*Covert, Robert W.; Suarez, Tanya M.*
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
**North Carolina Univ., Chapel Hill. Technical Assistance Development System.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Sep 82
CONTRACT- 300-80-0752
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Measures; Biographical Inventories; *Disabilities; Early Childhood Education; *Material Development; *Parent Attitudes; Participant Characteristics; Participation; *Questionnaires; Rating Scales; Special Programs; Surveys; *Teacher Attitudes

Guidelines and criteria for constructing questionnaires to evaluate early childhood special education programs are presented. The information may be used to identify parent attitudes and staff attitudes and needs. Attention is directed to the focus, title, purpose statement, directions, demographic questions, set of items and responses, and structure and format. Determining the focus of the questionnaire before its construction involves identifying the following: the purpose of the questionnaire, the persons who will use the results, and the specific group that will answer the questionnaire. In addition to a title that is concise, understandable, and reflects the content of the instrument, an introductory statement is needed that specifies the purpose, how the data will be used, anonymity, and motivators for respondents to participate. Directions for completing the instrument need to be written at the language level of the respondents and should indicate the approximate amount of time required to complete the questionnaire. The demographic section should request information limited to those variables that will be used in the data analysis. To assist in the actual writing of questionnaires, 15 suggestions are presented for developing rating scales, along with tips on writing qualitative items (e.g., items which elicit information on job classification, sex); and supply items (i.e., the respondent produces the response rather than selecting an alternative provided on the questionnaire). A sample questionnaire is included. (SEW)

ED 229 933 EC 151 932

*Anderson, Joan D., Ed.*
Curricula for High-Risk and Handicapped Infants.
**North Carolina Univ., Chapel Hill. Technical Assistance Development System.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 82
CONTRACT- 300-80-0752
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Contingency Management; Curriculum Design; *Curriculum Development; *Disabilities; Early Childhood Education; *High Risk Persons; *Infants; *Intervention; *Parent Role

Five papers on curricula for high risk and handicapped infants are presented, along with information on 63 curricula, 17 publications, and organizational resources. The first chapter, "Theoretical Bases and Pragmatic Considerations" (C. Dunst) examines major philosophical and theoretical perspectives and problems in infant intervention approaches. Chapter 2, "Infant-Centered Curricula" (N. Johnson, K. Jens), discusses curriculum content, assessment and teaching strategies, and instructional material evaluation. In Chapter 3, "Focus on the Family" (J. Swanson), parent/child interaction and parents as teachers are considered. The fourth chapter, "Contingency Intervention" (R. Brinker, M. Lewis), discusses the use of operant conditioning with moderately handicapped and multiply handicapped infants. Chapter 5, "Intervention with the Very Youngest" (N. Sweet, et al.), describes the characteristics of premature, ill, and disabled newborns and considers developmental intervention. The remaining bibliographic sections were developed by J. Anderson and J. Cox. Sixty-three curricula are arranged alphabetically by title and include author, publication data, format, cost, ordering information, and a description of content and organization. In addition, short descriptions and cost availability information are presented for 17 resource publications on handicapped child screening, assessment, and curricula. Finally, 17 national organizations that can provide

ED 229 934 EC 151 933

*Behr, Shirley K.; And Others*
A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.
**North Carolina Univ., Chapel Hill. Technical Assistance Development System.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-80-0752
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; *Disabilities; Interaction; *Interprofessional Relationship; Intervention; Preschool Education; Program Administration; Program Development; *Program Implementation; *Staff Role; *Technical Assistance
IDENTIFIERS- *Handicapped Childrens Early Education Program; *Technical Assistance Development System

A project to provide technical assistance to staffs of two demonstration programs for preschool handicapped children and their families is described. The focus was technical assistance developed and exercised by the Technical Assistance Development System (TADS), which assisted in the development of the Handicapped Children's Early Education Program. After providing an overview of the TADS, the selection of the case study sites, and the staff involved in technical assistance, attention is directed to implementation (i.e., procedures and activities of technical assistance coordination). Since the focus of the report is to describe the technical assistance interaction between the provider organization and the client organization, a narrative account is presented of the dynamics that occurred during specific stages/events of the process among specific staff members. These accounts for both demonstration programs (called Project Early Start and Project Co-op) each involve 20 to 25 staff (e.g., teaching staff, therapists, technical assistance coordinators, evaluation specialists). The results, which are discussed in terms of the overall projects, administration, and staff, center on the following concerns: client and provider characteristics affecting technical assistance, characteristics of the technical assistance events that are significant in themselves, and outcomes of technical assistance. (SEW)

ED 229 935 EC 151 935

*Roffman, Arlyn J.*
Threshold Final Report: 1981-82 (Planning Year of a New Program for Young Adults with Special Needs).
**Lesley Coll., Cambridge, Mass. Graduate School of Education.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Associate Degrees; *Curriculum Development; Daily Living Skills; *Learning Disabilities; Postsecondary Education; Young Adults
IDENTIFIERS- Lesley College MA

The development and initial implementation of the Threshold Program during 1981-82 at Lesley College in Cambridge, Massachusetts, for young learning disabled adults, with IQs 75-95 is described. The goal of planning is explained to be development of a program which promotes independent living skills through a combination of courses fostering vocational, social, academic, and creative growth culminating in attainment of an associate degree. Program conceptualization, including extensive research at the Para-Educator Center, New York University, is discussed. Development of such program components as the curriculum (e.g., field service with young and elderly disabled, life skills classes, and a resource center) are described, as are the schedule (including site arrangements, a support system, and a social program); staffing; and residential planning. Also discussed are recruitment, involving public relations and outreach, admissions planning and criteria development, and staff recruitment. The process of ongoing informed evaluation involving college administrators is noted. It is reported that 300 inquiries were received as a result of outreach activities and that 18 students were accepted for the 1982-83 academic year. An appendix constituting more than half the document includes summaries of planning meetings, staff job descriptions, news releases, and application forms. (MC)

# DOCUMENT RESUME

ED 229 936 EC 151 936

*Scheetz, Janet A.; Hudak, Barbara J.*
Strategies and Techniques for Mainstreaming. Revised.
PUB DATE- 81
AVAILABLE FROM- Aegis Inc., P.O. Box 954, Altamonte Springs, FL 32701 ($19.95 plus $1.50 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Classroom Design; Curriculum Development; *Delivery Systems; *Disabilities; Educational Diagnosis; Elementary Secondary Education; Individualized Education Programs; Inservice Teacher Education; *Mainstreaming; Models; Parent Teacher Cooperation; Prevocational Education; Program Evaluation; Referral; *Special Education Teachers; Staff Development; Vocational Education
IDENTIFIERS- *Monroe Model

The handbook is intended for the special education teacher and covers all aspects of mainstreaming according to the Monroe model, developed in Monroe County, Michigan. The model focuses on the special education teacher/consultant, who provides direct diagnostic and instructional services to special students, and indirect services to building staff, students, and parents. The handbook follows the Monroe model by describing both direct and indirect services; and presents material according to academic, behavioral, and vocational areas (except where vocational information is part of the total process); and by elementary and secondary areas. An introduction outlines the history and impact of legislation, and highlights functions of 10 school district departments such as transportation. Described thereafter, with accompanying sample formats, contracts, and worksheets, are the following topics (sample subtopics are in parentheses): the Monroe model and six other models such as the crisis resource program; roles of personnel, and techniques the special teacher may use when working with the personnel; structuring the classroom (designing, scheduling); referral and diagnosis (the multidisciplinary team's role, diagnostic tests); the individual education plan; techniques for modifying the curriculum; behavioral strategies (rewards, contracts); consultation (interview, consulting formats);

prevocational and vocational education; parents (overprotective, stressed); inservice and staff development; and program evaluation (includes questionnaires). Approximatey 125 references are provided. (MC)

ED 229 937 EC 151 938

*Zeitlin, Shirley, Ed.; And Others*
Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development. WESTAR Series Paper No. 14.
**Western States Technical Assistance Resource, Monmouth, Oreg.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 82
CONTRACT- 300-80-0753
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administration; Child Development; *Competency Based Teacher Education; *Disabilities; Educational Diagnosis; Family Involvement; Identification; Informal Assessment; *Intervention; Program Implementation; *Young Children
IDENTIFIERS- Handicapped Childrens Early Education Program

The paper presents core competencies which are appropriate across service delivery models and across disciplines for training personnel in early intervention. Part I provides a historic perspective on practices, child development research, the federal role, children served, family involvement, and the need for early intervention. Part II contains the competencies. Premises for each competency category are set forth first, then competencies are listed for each of the five following categories: child development (including typical and atypical child development), family involvement, program implementation, assessment, and administration. An appendix presents results of a survey sent to 181 staff members in the 49 Handicapped Children's Early Education Projects as part of the research for the paper's preparation. (MC)

ED 229 938 EC 151 940

Funding for Regional Programs for Handicapped Students. A Report Prepared at the Direction of the 1981 Legislative Assembly. Revisions April and May 1982.

**Oregon State Educational Coordinating Commission, Portland.**

REPORT NO.- OECC-3-82
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Delivery Systems; *Disabilities; Elementary Secondary Education; *Equal Education; *Full State Funding; State Programs; *Statewide Planning
IDENTIFIERS- Oregon

To provide more equitable special education services for blind, deaf, physically handicapped, and autistic children in all parts of Oregon, a funding formula was developed at the direction of the 1981 state legislative assembly. The formula is based on development of a state approved funding level by handicap and by instructional delivery system or student placement. Details of the formula include a standard unit for each instructional placement with an average student/teacher ratio established, based on professional judgments of best practice and checked against actual figures. Among the aspects of funding considered was a revision of the County School Fund billing to allow the local district to be billed directly and funds be provided to regional programs rather than sent to the State General Fund. Discussed are: funding for regional programs for handicapped children; funding formulas in other states and previous funding studies in Oregon; descriptions of the student placement model, standard units, and computer simulations; and instructional placement options. The document contains approximately 30 statistical tables and analyses, including special tables of data on programs for autistic children.

ED 229 939 EC 151 942

*McColl, Sharon, Ed.*
The Arts and Gifted/Talented Education Leadership Training Institute (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980).

**Oklahoma State Dept. of Education, Oklahoma City.**
PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advocacy; *Art Education; Consultants; Elementary Secondary Education; *Gifted; *Institutes (Training Programs); *Leaders; Program Development; Program Evaluation; Regional Cooperation; *Talent
IDENTIFIERS- *Arts in Education Project

Two institutes held on the east and west coasts, in March 1980, to develop and promote a leadership cadre to strengthen the arts in the education of the gifted are reviewed. The coalition of nine states (Arizona, California, Indiana, Pennsylvania, Massachusetts, Michigan, New York, Oklahoma, and Washington) and its purpose--to further the arts in education--are described. Preplanning activities for determining regional needs, objectives, participant selection criteria, pre-institute training sessions, the agenda, and evaluation findings from the two institutes are discussed. Outcomes reported include achievement of the objectives, development of networks of people, nine state plans reflecting different methods of establishing programs, and recommendations for future projects. Appendixes include tables, by state, showing data such as kinds of experience, areas of expertise, and areas of preference of participants; forms for gathering participant data; agendas for both institutes; and names and addresses of participants. (MC)

ED 229 940 EC 151 948

*Jensema, Corinne K., Ed.*
Issues in the Education of Multihandicapped Hearing-Impaired Children.
**Gallaudet Coll., Washington, D.C.**
PUB DATE- 82
AVAILABLE FROM- Gallaudet College Press, Box 5664, Washington, DC 20016 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- Behavior Change; Cognitive Processes; Communication Aids (for Disabled); Deaf Blind; Definitions; Educational Trends; Elementary Secondary Education; *Handicap Identification; *Hearing Impairments; *Multiple Disabilities; Peer Acceptance; *Residential Programs; Student Evaluation; Student Placement; Vocational Education

This issue of "Directions," a publication for updating academic, professional, career, and research activities, contains thirteen articles focusing on the education of hearing impaired children with additional disabilities. The following authors and titles are represented: "Multihandicapped Hearing-Impaired Students--Problems in Identification and Definition" (T. Jones); "Psychological Evaluation of Multihandicapped Deaf and Hard-of-Hearing Youth" (McC. Vernon, B. Alles); "Developing Awareness and Acceptance of Multihandicapped Hearing-Impaired Students" (E. Shroyer); "Linking Classroom and Residence Hall: A Team Approach at the California School for the Deaf, Riverside" (M. Salem, L. Laputz); "The Special Education Unit Model at the Lexington School for the Deaf" (T. Colasuonno); "The Education and Placement of Deaf-Blind Students: Current Issues and Recommendations" (M. Orlansky); "Future Trends in Deaf-Blind Education--Revisited" (H. Baud, D. Tweedie); "A Look at the Cognitive and Language Development of Deaf-Blind Children" (C. Jensema); "Investigating the Cognitive Processes of Deaf-Blind Students through Auditory and Visual Channels" (A. Smisko, T. Valentine); "A Three-Year Study of Behavioral Change in Deaf-Blind Children" (W. Curtis); "Training for Life: A Living and Work Program for Deaf-Blind Youth" (S. Descarage); Communication Methods and Devices for Deaf-Blind Persons" (C. Jensema); and "The SPECIALNET Communication and Information Network: An Application of Computer-Assisted Telecommunications in Special Education" (R. Campbell). (CL)

ED 229 941 EC 151 950

*Toews, Jane; Fredericks, Bud*
The Secondary Data Based Classroom Model.
**Teaching Research Infant and Child Center, Monmouth, Oreg.**
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classroom Techniques; Daily Living Skills; *Parent Participation; Parent Role; Secondary Education; *Severe Disabilities; *Teaching Methods

The newsletter describes a data based classroom for secondary moderately and severely handicapped students. The curriculum is said to reflect a shift from traditional academic to functional skills and leisure time activity, with the classroom environment matching this functional approach. Teaching methods stress modeling, cueing, and correcting responses with total task analysis. Classroom communication takes the form of a clipboard system with information on individual students' programs, task analysis, and data collection sheets. Volunteers, some of whom are students, play an important role in the approach. Parents also volunteer so that they can learn to teach complicated skills and help their child generalize new skills to the home environment. (CL)

ED 229 942 EC 151 951

*Vinsonhaler, John F.; And Others*
Diagnosing Children with Educational Problems: Characteristics of Reading and Learning Disabilities Specialists and Classroom Teachers.
**Michigan State Univ., East Lansing. Inst. for Research on Teaching.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-117
PUB DATE- Oct 82
CONTRACT- 400-81-0014
AVAILABLE FROM- Michigan State University, Institute for Research on Teaching, College of Education, 252 Erickson Hall, East Lansing, MI 48824 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Clinical Diagnosis; Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; Reading Consultants; *Reading Difficulties; Reading Teachers; Simulation; Special Education Teachers; Student Evaluation; Teachers

Six studies in laboratory and classroom settings investigated the diagnostic and remedial performance of 66 reading and learning disabled specialists and classroom teachers. Ss were asked to diagnose simulated cases of either reading or learning disability and suggest an initial remediation plan. Two related findings were revealed across all studies. First, commonality (the extent to which clinicians made the same statements about a case) was very low; most statements in the written diagnoses and remediations for a given case were mentioned only once. Only 3% of the statements were mentioned in half or more of the diagnoses for the same case. Second, individual agreement (between two clinicians on the same case and one clinician at two different times for the same case) was also very low. Mean diagnostic agreement between two clinicians remained close to zero across all studies. Mean diagnostic agreement results for a single clinician on a case across time showed that only 20 percent of the statements were agreed upon both times by the same person. Additionally, analysis of diagnostic and remedial process in three of the studies revealed wide variability in total time taken to collect case information (cues) and in number of cues collected. Neither were significantly correlated with agreement. (Author/CL)

ED 229 943 EC 151 952

*Somwaru, Jwalla P.*
Assessment of Basic Competencies: An Alternative to Intelligence Tests and A Training Manual.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Evaluation Methods; Handicap Identification; *Intelligence Tests; *Test Construction; *Testing; Test Interpretation; *Test Use
IDENTIFIERS- *Assessment of Basic Competencies

Disadvantages of traditional intelligence tests with handicapped children are discussed, and an alternative approach, The "Assessment of Basic Competencies" (ABC) is presented. The background and design of the ABC and the three domains of the model (language skills, math reasoning skills, and information processing skills) are delineated. Test construction information is followed by data on scoring, reliability and validity. Potential applications are considered for identification of specific learning disabilities and mental retardation as well as assessment of student growth. A training manual for the ABC is also provided. (CL)

ED 229 944 EC 151 953

*Carr, Ann B., Ed.; And Others*
Family, Infant, and Toddler (FIT) Guide. A Model for Rural Family-Implemented Educational Programs.

**George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.**
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Clinics; *Demonstration Programs; *Disabilities; Parent Education; Preschool Education; Program Descriptions; *Program Development; *Rural Areas; Screening Tests; Student Evaluation
IDENTIFIERS- *Family Infant and Toddler Project

The manual describes the Family, Infant, and Toddler Project for rural handicapped preschoolers and their families. The project, based on an ecological perspective, has three goals: to develop a demonstration service program, to increase the pool of qualified personnel, and to expand educational services to preschool aged mentally retarded children and their families in rural areas. Techniques used in establishing the program in rural communities are described. Referral, screening, and evaluation procedures (which include psychological and educational evaluation as well as family interviews) are described. The operation and design of the rural educational clinic are summarized in terms of facilities, staffing patterns, scheduling, liaison, program planning for families, and recordkeeping. Extensive appendixes include sample letters and forms, sample screening and evaluation reports, and parent interview summaries. (CL)

*Gerlock, Elizabeth F., Ed.; And Others.*
Parent Group Guide: Topics for Families of Young Children with Handicaps.
**George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.**
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Development; Cognitive Development; Community Resources; *Disabilities; *Family Relationship; Language Acquisition; Motor Development; *Parent Education; Preschool Education; Teaching Methods

Developed as part of the Family, Infant, and Toddler Project, and intended as a guide for parent groups, the document focuses on such topics as instruction, child development, and family concerns related to children with handicaps. Individual topic guides provide information on ways to begin the parent group meeting, information to consider, questions to continue the discussion, and a conclusion. Many topics include information on objectives, preparation and material needs for that session. The following four topic areas are addressed (sample subtopics in parentheses): child development and child rearing of children with special needs (motor development, body positioning aids to make at home, cognitive development, and speech and language development); teaching issues (reinforcement, discipline, and play); family issues (parent needs, initial reactions, siblings); and special issues (children's vision and hearing, community resources, and educational rights for children with handicaps). (CL)

ED 229 946 EC 151 955

Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980).

**American Art Therapy Association, Towson, MD.; National Art Education Association, Reston, Va.**

SPONS. AGENCY- National Committee, Arts for the Handicapped, Washington, D.C.
PUB DATE- Aug 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Dissertations/Theses - Doctoral Dissertations (041) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Art Activities; Art Education; *Art Therapy; *Disabilities; Elementary Secondary Education; Professional Development; *Professional Education; *Staff Role; Visual Arts

Seven presentations are featured from a 1980 conference on the role of art in the lives of people with handicaps. Three major themes were addressed in that conference: roles and responsibilities of art educators and art therapists, training and professional development, and programing. Each theme is addressed initially by summarized comments from discussion groups. These summaries are followed by excerpts from papers presented at the conference. In examining the topic of roles and responsibilities, perspectives of each profession are set forth: "The Roles and Responsibilities of the Art Teacher in Art Therapy" (R. Saunders) and "Art for the Special Person: Roles and Responsibilities of Art Therapists" (J. Rubin). Professional education is considered by T. Hatfield ("Some Questions about Professional Development: Art Education and Art Therapy" and L. Wilson ("Training and Professional Development--Art Therapy"). Suggestions for programing are made by A. Schectman in "Art Education Programing for Students with Special Needs: A Position" and S. Stoner in "A Not So 'Special' Approach to Art Programming for the Person with Special Needs." (CL)

ED 229 947 EC 151 956

*Livingston-Dunn, Connie*
Functional Art Therapy for the Severely Handicapped.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Art Education; *Art Therapy; Elementary Secondary Education; *History; *Severe Disabilities; Teaching Methods; Trend Analysis

The paper reviews literature pertaining to art and art therapy for persons with severe handicaps. Following a definition of terms (including disability terms), a distinction is made between art education and art therapy. Chapter 2 presents an historical overview on art education for the handicapped, beginning with the influences of Maria Montessori. The history of art therapy for the handicapped is then followed by reviews of art education and art therapy for the severely handicapped. It is concluded that art may be best taught to individuals with severe handicaps through a structured approach using task analysis and behavioral objectives. Chapter 3 describes functional art therapy, an approach to remediate learning problems and developmental lags. The final chapter discusses applications of functional art therapy for the severely handicapped. (CL)

Noel, Margaret M., Ed.; Haring, Norris G., Ed.
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 1: Identification and Program Planning.
**Washington Univ., Seattle. Program Development Assistance System.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Sep 82
CONTRACT- 300-79-0062
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Administrative Problems; Agency Cooperation; *Behavior Disorders; *Definitions; Delivery Systems; Educational History; Elementary Secondary Education; *Emotional Disturbances; Evaluation Methods; *Handicap Identification; Program Development; Student Evaluation; Student Placement

Seven papers focus on issues in identification and educational program planning for children with emotional disturbances. "Social Policy Issues in Special Education and Related Services for Emotionally Disturbed Children and Youth" (J. Kauffman), touches on problems with the federal definition of and terminology about the emotionally disturbed and suggests possible reasons for inadequate services to this population. Two major areas (conceptual and procedural) relating to the assessment of mild behavior disorders in children are examined in "Assessment of Behavior Disorders in the School Setting: Issues, Problems, and Strategies" by H. Walker. Biophysical, psychodynamic, behavioral, sociological, and ecological perspectives in assessment are considered, and a 9-step model is proposed by B. Algozzine ("Assessment of Severe Behavior Disorders"). S. Braaten presents "A Model for the Differential Assessment and Placement of Emotionally Disturbed Students in Special Education Programs," in which data are assigned priority ratings to convey the extent of the student's disturbing behavior. N. Haring reviews historical developments in "Perspectives on the Development of Educational Programs for the Emotionally Disturbed." Interprofessional and interagency collaboration are among the major topics considered in "Cooperative Full Service Delivery to Emotionally Disturbed Students" by F. Wood. Eligibility, placement, discipline (suspension, expulsion, corporal punishment), and related services are covered in "Administrative Issues in Educating Emotionally Disturbed Students in the Public Schools" by B. Tilley, J. Gross, and L. Cox. (CL)

ED 229 949 EC 151 958

*Haring, Norris G., Ed.; Noel, Margaret M., Ed.*
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 2: Service Delivery.
**Washington Univ., Seattle. Program Development Assistance System.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Sep 82
CONTRACT- 300-79-0062
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Ancillary School Services; *Delivery Systems; Educational History; Elementary Secondary Education; *Emotional Disturbances; Group Homes; Handicap Identification; *Inservice Teacher Education; *Interdisciplinary Approach; Models; Parent Attitudes; Public Education; Residential Institutions; Residential Programs; Special Education; Student Evaluation; Teamwork

Seven papers address issues in service delivery of educational programs for emotionally disturbed students. M. Noel begins with "Public School Programs for the Emotionally Disturbed: An Overview," in which she reviews past and present approaches and models. In "Pathways to Success: Working with Seriously Emotionally Disturbed Students in a Public School Setting," R. Laneve reviews identification, evaluation, placement, and instructional approaches used at the Mark Twain School (Montgomery County, Maryland). Team functioning is the focus of "Service Delivery Teams: Definition, Processes, and Accountability" by L. McCormick. An integrated model for providing related services is offered by R. Grubb and M. Thompson in "Delivering Related Services to the Emotionally Disturbed: A Field-Based Perspective." Aspects of "Inservice Training for Teachers of the Emotionally Disturbed" are considered by R. Neel. Institutions, residential schools, group homes, foster homes, and hostels or respite homes are discussed by J. Seip and D. McCoy in "Alternative Living Arrangements for the Severely Behavior Disordered." Excerpts of interviews with parents of emotionally disturbed children are presented by M. Noel in "Parenting the Emotionally Disturbed Child: Personal Perspectives." (CL)

ED 229 950 EC 151 959

*Peters, Marie, Ed.; Haring, Norris G., Ed.*
Building and Alliance for Children: Parents and Professionals.
**Washington Univ., Seattle. Program Development Assistance System.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- Sep 82
CONTRACT- 300-79-0062
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Child Advocacy; *Disabilities; Due Process; Educational History; Elementary Secondary Education; Parent Attitudes; *Parent Participation; *Parent School Relationship; Special Education; Student Evaluation

The monograph contains seven papers on developing and maintaining cooperation between parents of handicapped children and education professionals. B. Pattison reviews the history of parent involvement and advocacy and offers suggestions for improving school and community relations in "The Early Years and Now: The History of the Parent Advocacy Movement." In "Parents and Professionals," D. Lipton describes her experiences as the mother of a child with cerebral palsy. M. Peters and M. Noel ("Parent Perspectives about Professional and Parent Cooperation") present the reflections of 12 parents of handicapped children gathered from structured interviews. "The Advocacy Process" by W. Dussault, stresses the need to explore, negotiate, and compromise before initiating due process. Three papers then describe educators' attempts to improve the parent-professional communication process: "An Integrative Model of Parent Involvement" (J. Wright); "Maximizing Evaluation of Handicapped Children by Integrating the Efforts of Parents, Child, and School" (A. Greenwood); and "Parent Involvement: A Challenge for Teacher Training Institutions" (R. Kroth, H. Otteni, and P. Parks). (CL)

# DOCUMENT RESUME

ED 229 951 EC 151 960

*Hall, John; And Others*
Adapted Physical Education: Resource Manual.
**Kentucky Univ., Lexington. Center for Professional Development.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G008101942
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; *Games; *Individualized Education Programs; *Motor Development; Physical Activities; Play; Teaching Methods

Developed as part of the Physical Education In-Service Training Project of the University of Kentucky, this manual is designed to help special education teachers and adapted physical education teachers promote the motor and play skills of handicapped students through planned activities. Content areas of the manual were identified as "greatest concerns" on a needs assessment. Following an initial chapter on P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973, the manual considers identification, screening, assessment, and evaluation (both formal and informal measures). Physical evaluation and the development of the individualized education program are covered in a third chapter, with sections on annual goals, short term instructional objectives, and options for placement of children in the least restrictive environment appropriate. In the fourth chapter, prescriptive teaching is addressed in terms of six steps: defining the program, planning, assessing the student, prescribing activities, teaching, and evaluating the program. Chapter 5 discusses approaches to adapting activities through analysis of six factors (players, equipment, movement patterns, organizational patterns, limitations, and purpose). Disability considerations for structuring the movement environment are grouped according to input (sensory) disorders, integration (information processing) disorders, and output (physical) disorders. A final chapter lists references on adapted physical education topics, and the appendix provides a sign language alphabet and selected terms. (CL)

ED 229 952 EC 151 961

*Vasa, Stanley F.; And Others*
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska.
**Nebraska Univ., Lincoln. Dept. of Special Education.**
SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln. Special Education Section.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Inservice Education; Needs Assessment; Paraprofessional School Personnel; Program Costs; Special Education; Staff Development; *Supervision; *Teacher Aides; Teacher Role
IDENTIFIERS- Nebraska

A two part study examined the use and needs of paraprofessionals in the education of handicapped children in Nebraska. Financial forms from school districts were analyzed to determine the number of special education teacher aides employed, salary costs, program costs, and number of students served. In the second part, administrators, special education teachers, and special education teacher aides were surveyed regarding existing programs and support services as well as future needs. Results were analyzed in terms of three major areas: (1) selection, training and employment of special education teacher aides; (2) supervision and evaluation of special education teacher aides; and (3) characteristics of teacher aides employed in Nebraska. Implications were then considered for six major issues (sample findings in parentheses): special education teacher training needs (respondents felt a need for teachers to be trained to supervise teacher aides); aides' training needs (11 areas, including school policy, legal and ethical issues, and tutoring techniques were identified as significant needs); selection criteria (completion of training was very rarely used as a selection mechanism); supervision guidelines for teacher aides (25 percent of administrators and teachers reported that no formal evaluation of aides was being performed); characteristics of aides (their age, relatively low level of educational training, and high turnover may be reflected in the mean salary range of $3.49 to $4.40 per hour); and delivery of service to handicapped students via special education teacher aides (aides reported spending approximately 65 percent of their time in direct instruction). Findings suggest the need for developing guidelines on aide training. The research instruments used in the study are appended. (CL)

ED 229 953 EC 151 962

*Gray, William A.; Gray, Marilynne E.*
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils.
SPONS. AGENCY- Educational Research Inst. of British Columbia, Vancouver.
REPORT NO.- ERIBC-82:17
PUB DATE- 82
GRANT- ERIBC-319
AVAILABLE FROM- Educational Research Institute of British Columbia, Suite 400, 515 West 10th Ave., Vancouver, British Columbia V5Z 4A8, Canada ($2.80).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Education; *Enrichment; *Gifted; *Independent Study; Learning Activities; *Limited English Speaking; *Mentors; Program Evaluation; Talent

In an attempt to provide low cost enrichment to gifted/talented students with limited English proficiency, 11 preservice teachers served as mentors for 20 students in grades 6 to 7. Students had learned English as a second language in the primary grades. A four phase enrichment model was implemented: (1) mentor drafts proposed enrichment project before meeting students; (2) mentor and students agree on actual project to be done; (3) performance of the agreed upon project; and (4) completion and presentation of the project. (Sample records of learning activities in each phase are provided.) Evaluation of the project was completed via questionnaires (samples included), and needs were identified, including increased student participation in planning projects and the addition of training for the mentors on working with Oriental students speaking English as a second language. (CL)

ED 229 954 EC 151 963

*Chiu, Jih-Perng P.; Nevius, John R.*
Three Wishes of Gifted and Nongifted Adolescents.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; *Gifted; Goal Orientation; Personality Traits; *Psychological Characteristics; Sex Differences

Three wishes of 69 gifted and 66 nongifted adolescents were solicited in a group situation. The findings indicated that personal wishes were of the most concern for both gifted and nongifted adolescents, and that males of both groups tended to value material possessions more often than did females. A significant between-groups difference revealed that gifted Ss expressed more altruistic and fewer goal wishes than their nongifted peers. It is suggested that this kind of data may assist teachers in perceiving students' psychological as well as social orientations, which may in turn facilitate teacher-student and parent-child relations. (Author/CL)

ED 229 955 EC 151 964

*Keegan, William*
Competencies for Teachers Who Instruct Children with Learning Disabilities. Project I.O.U.
**Maine State Dept. of Educational and Cultural Services, Augusta.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
GRANT- OEG-073-2850
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Arithmetic; *Classroom Techniques; Elementary Secondary Education; Handwriting; Language Acquisition; *Learning Disabilities; Psychomotor Skills; Reading; Spelling; Student Evaluation; Teaching Methods; *Teaching Skills; Writing (Composition)

The report lists competencies for teachers in every day interactions with learning disabled students. Developed by a task force, the competencies are intended to serve as general guidelines. Information is presented on the goal, assessment competencies, and instructional competencies for the following areas: classroom management, spoken language, reading, arithmetic, spelling, writing, and sensory-psycho-motor functioning. It is explained that the competencies are not behavioral statements and must be made operational in relation to a particular school or teacher training program. (CL)

ED 229 956 EC 151 965

*Maitre, Merry; And Others*

A Reference Guide for Secondary Career and Vocational Programming for Handicapped Students.

**Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.**

PUB DATE- Sep 82

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Career Exploration; Community Resources; Cooperative Education; *Disabilities; Employer Employee Relationship; Financial Policy; Job Training; Program Development; Secondary Education; Sheltered Workshops; *Vocational Education; Work Experience Programs; Work Study Programs

IDENTIFIERS- Iowa

The reference guide presents information on placing special education students in the community for "specially designed" career exploration or "specially designed" vocational training in Iowa. Much of the information is in question and answer format. An introductory section provides background on the employee-employer relationship, Workman's Compensation and Unemployment Insurance, and federal wage and hour regulations. A section on career exploration activities briefly describes their basic purpose, discusses the need for orientation, and provides an example of a recording form. A section on vocational training defines such related terms as student trainee, handicapped worker, training plan, and cooperative education. Components of a training agreement (a management tool to set the stage for training) and a training plan (a listing of student goals and objectives) are described. Examples of agreements and plans are included along with information on financial aspects.

Vocational cooperative education (in which students receive instruction through a joint school-employer venture) is considered in terms of a program model. Provisions made for a lower minimum wage for handicapped workers are addressed, and sample applications and certificates included. A section on full-time students in work release or work study is followed by information on sheltered workshops and work activity centers. A final section presents age specific information regarding state laws and regulations on such topics as apprenticeships, hazardous occupations, and hour regulations. (CL)

ED 229 957 EC 151 966

*Maurer, Steve, Ed.; And Others*
Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82.
**Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.**

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adaptive Behavior (of Disabled); Basic Skills; *Community Resources; *Daily Living Skills; Leisure Time; Mainstreaming; Moderate Mental Retardation; *Severe Disabilities; Severe Mental Retardation; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Actualization of Mainstream Experience Skills

Twelve chapters describe efforts under Project AMES (Actualization of Mainstream Experience Skills) to teach functional vocational and community living skills to moderately and severely handicapped students. The first chapter details Project AMES' components (vocational, community mobility, domestic living, and recreation/leisure skills) and describes the project's approaches to such aspects as parent involvement, community support, personal awareness/sex education, recordkeeping/data analysis, nonschool functional instructional strategies for speech and language, and program evaluation. Additional projects using similar approaches are then described, including nonschool instruction; community based training; training in using a calculator for grocery purchases; an environmental analysis for grocery shopping; task analysis of vocational tasks; school based simulated workshops and community development; training in community functions (such as using a library, eating out, and using a phone booth); leisure skill instruction; and daily living skills development. Projects share philosophical commitment to the need for generalizing skills to the community, teaching skills that are chronologically appropriate as well as functional, and providing opportunities for students to participate as much as possible in the curriculum. (CL)

*Poplin, Mary*
Learning Disabilities at the Crossroads.
PUB DATE- Jan 82
AVAILABLE FROM- Claremont Graduate School, Education Dept, Claremont, CA 91711 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Educational Trends; Elementary Secondary Education; History; *Learning Disabilities; *Models; *Trend Analysis

The author reviews developments in the field of learning disabilities (LD). She traces the emergence of three models or perspectives of the causes and cures of LD: the psychological process model, the behavioral model, and the holistic model, which the author suggests is the model for the 1990's. Trends leading to acceptance of each model are cited, as are each model's basic assumptions. Flaws in the behavioral approach are cited, and the author contends that despite its apparent success, the model promotes synthetic skills rather than real ones. She describes the holistic model which has several basic assumptions, including that the LD student approaches academic tasks passively and lacks motivation and expertise in traditional school subjects. She suggests that students' strengths and interests must be capitalized on, and different learning rates and content accepted. (CL)

ED 229 959 EC 151 968

*Ackerman, Andrea Benkle*
The Role of Aversive Behavioral Interventions in the Treatment of Preschool-Aged Autistic Children: Effects and Side Effects.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Autism; *Behavior Change; Behavior Modification; Intervention; Preschool Education; *Punishment

The use of contingent positive reinforcement and aversive procedures in reducing inappropriate behaviors in five autistic preschoolers was examined. Ss were reinforced for appropriate behaviors (including spontaneous eye contact and verbalizations, appropriate play, interaction, and direction following) and not reinforced for inappropriate behaviors (such as self stimulation, crying, echolalia, noncompliance, and aggression). Data were collected under four conditions in the clinic and under three conditions at home. Results revealed that treatment without aversives was inferior to results obtained with children who had received both reinforcement and contingent aversives early in treatment. A single spank on the thigh, bottom, or hand combined with a stern "no," used as a contingent aversive, resulted in rapid and dramatic decreases in five of the six targeted behaviors. Further, over a 4 to 6 month period, the suppressive effects of punishment were maintained, usually only with limited use of conditioned aversives. Findings suggested that contingent aversives may be an essential component of effective treatment for autistic children. Caution is advised to make sure that the environment provides opportunities for learning and reinforcement. (CL)

ED 229 960 EC 151 969

*Shaw, T. Vanston*
Retention of Selected Reading and Arithmetic Skills by Learning Disabled Pupils and Non-Disabled Pupils over Summer Vacation.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- Arithmetic; Elementary Education; *Learning Disabilities; *Mathematics Skills; *Reading Skills; *Retention (Psychology); *Time Factors (Learning); *Vacations

The impact of summer vacation on the reading and arithmetic skills of 166 learning disabled pupils (6 to 11 years old) was examined. Ss included pupils in resource programs or special classes. Analysis of scores on the Wide Range Achievement Test (reading and arithmetic subtests) before and after summer vacation revealed significant differences in retention between LD Ss and control Ss (LD Ss retained less). Significant differences were also revealed between LD students in two different placements (special classes and resource specialist programs) and their nonLD peers. However, while the hypotheses were confirmed, the level of acceptance was weak. Implications and recommendations for future study are noted. (CL)

ED 229 961 EC 151 970

*Bean, Linwood H., Jr.*
Principals: Utilizing the Special Education Resources We Have.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Administrative Organization; Committees; *Delivery Systems; *Learning Disabilities; *Program Administration; School Organization; Secondary Education

Three administrative approaches to organize the secondary school to provide services for learning disabled students are considered. In the first, a staff member assumes the role of case manager, coordinating communication and records from staffings, placement team meetings, conferences with parents, and individualized education program development. The Pupil Services Committee is suggested as a second approach, in which designated staff members examine individual needs of students. The committee takes referrals from teachers or other staff. The third approach recommended is modifying the duties of the learning specialist to reflect greater emphasis on diagnosis and consultation with regular class teachers and parents. The three strategies are explained to offer support services to learning specialists and others involved with learning disabled students. (CL)

ED 229 962 EC 151 972

*Apolloni, Tony; And Others*
The Effects of Project Interdependence.
**Sonoma State Univ., Rohnert Park, CA. California Inst. of Human Services.**
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- 30 Sep 82
GRANT- 49-03561-3066-82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Attitude Change; *Disabilities; *Friendship; High Schools; High School Students; *Learning Activities; *Outdoor Activities; *Peer Relationship; Program Effectiveness; *Self Concept

Thirty-six high school students with disabilities and 39 without participated in a 1 week wilderness experience designed to provide opportunities for interaction and cooperation among students. School and community based activities were sponsored after the project to carry over positive effects of the experience. Pre- and posttests on the Tennessee Self Concept Scale and the Peer Attitudes Toward the Handicapped (PATH) scale were completed along with sociograms and student interviews and questionnaires. Comparison of project participants with control Ss revealed that participation in this project resulted in increased positive attitudes toward students with disabilities, immediately after the program and 6 months later. Participants with disabilities showed significant positive improvement in attitudes, self concept, and friendship patterns. Participants without disabilities showed significant increases in choosing disabled peers as friends. Subjective impressions of project participants and their parents were favorable as well. Extensive appendixes include sample questionnaires and tables of performance data. (CL)

ED 229 963 EC 151 973

*Enell, Nancy C.*

The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments.

**San Jose Unified School District, Calif.**

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Mar 82
GRANT- 34-03651-67447-82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Hearing Impairments; *Mainstreaming; Mental Retardation; *Peer Acceptance; Physical Disabilities; *Student Attitudes; *Teacher Attitudes; Visual Impairments

To determine the success of mainstreaming programs for special education students, interviews were conducted with teachers, peers, and 40 elementary, intermediate and high school students from four disability groups: blindness and partial vision, deafness and hard of hearing, orthopedic or health impairments, and mental retardation. Regular teachers learned that children learned in many different ways, some reporting an increased effectiveness as instructors. Teachers revealed a tendency to have lower expectations of special education students at first. Students reported they felt comfortable and welcome in the regular classroom and preferred it to the special class. Regular students were unanimous in expressions of acceptance. Suggestions are made to administrators for improving the special education mainstreaming program. (Author/CL)

ED 229 964 EC 152 526

*Smith, Gayle*
Parallel Alternate Curriculum--A Mainstreaming Implementation Program at the Secondary Level: Alternative Teaching Strategies Combined with Basic Skills.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Basic Skills; Curriculum; *Disabilities; Inservice Teacher Education; Learning Disabilities; Learning Processes; *Mainstreaming; Secondary Education; *Teaching Methods
IDENTIFIERS- *Parallel Alternate Curriculum

The Parallel Alternate Curriculum (PAC), a model providng regular content courses, in regular classes, to secondary students with learning problems, combines basic skill instruction with alternative teaching strategies. PAC, a mainstreaming implementation program, is designed to provide inservice training emphasizing the process of how students learn and adaptation of processing into the teaching of basic skills. The program seeks to solve dilemmas facing secondary teachers trained in content rather than process by teaching them to incorporate process into basic skill instruction (such as finding the main ideas in reading, summarizing, outlining, and reading analytically). Students are thus helped to learn content information through their preferred learning style. Among alternative strategies encouraged by PAC are framed or skeleton outlines, guided listening and directed listening, taped versions of required reading, advanced organizers, multisensory presentation methods, and alternate testing techniques. (CL)

ED 229 965 EC 152 527

*Antonelli, Charles J.*
Guidelines for Working with Clients/Students Who Engage in Disruptive-Aggressive Behavior and/or Have Adaptive Behavior Deficits.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Adaptive Behavior (of Disabled); *Behavior Disorders; *Behavior Rating Scales; Disabilities; *Interdisciplinary Approach; Severe Mental Retardation; *Student Evaluation; Task Analysis; *Teamwork

The concept of treatment/therapy with children exhibiting antisocial maladaptive behavior is analyzed. The process of assessing the individual and planning treatment in a multidisciplinary team setting is discussed. Suggestions are made for treating maladaptive behaviors or teaching adaptive behaviors, and guidelines (such as defining targeted behaviors, reviewing possible side effects of medication, implementing medical and/or program changes in a systematic manner to allow for analysis, and evaluating environmental conditions) are listed. Research is cited on teaching adaptive skills to severely and profoundly retarded persons, and a staff assistance scale (in which gradually increased levels of staff help are provided on a task) is presented for evaluating the individual's skills. The staff assistance scale may be combined with task analysis to begin to measure learning rates and progress to independence. (CL)

ED 229 966 EC 152 528

*Langdon, Julia; Picard, Nancy*
S.W.A.T. (Study with a Teacher).
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Basic Skills; High Schools; Individualized Instruction; Job Placement; *Mainstreaming; Mathematics; *Mild Disabilities; Special Education Teachers; Summer Programs; Teacher Developed Materials; Vocabulary; Vocational Adjustment; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Study with a Teacher Program

SWAT (Study with a Teacher) provided a 2 week summer program for 26 handicapped high school students who were mainstreamed into the regular vocational education program. Teams of participants were divided into career clusters with a vocational instructor and special education teacher. Staff was trained to use SWAT revised lesson plans and instructional materials, and worked together to develop learning packets on such topics as occupational vocabulary and reading skills; occupational mathematics and measurement skills; social and emotional factors related to mainstreaming, vocational education, and job placement; and provisions for individualization in vocational education. Students spent 3 hours per day with their SWAT team members using the materials to prepare them for their vocational programs. Followup revealed that 81 percent of student SWAT participants were successful in their vocational program. Additional benefits included increased sensitivity of vocational instructors to the handicapped students' learning styles and improved communication between special and vocational education. (CL)

ED 229 967 EC 152 529

*Aprill, Kay Hodges; Schifani, John*
Innovative Infant Stimulation Program as Being Executed by a South Louisiana School District.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; *Home Programs; Individualized Instruction; *Infants; *Intervention; Preschool Education; *Stimulation

A home based infant stimulation program for handicapped preschoolers in St. Mary Parish, Louisiana, has been successful and cost effective. Home teachers help parents implement a precise, individualized curriculum. Physical and speech therapists are available as well. Other program emphases include providing emotional support to parents and modeling coping skills and positive attitudes toward the infant. The child's individualized education program contains objectives related to the child's development in motor, social, language, self help, and cognitive skills. A supportive parent group has grown from the program. Other school districts in the state have asked project assistance to develop similar infant programs. (CL)

# DOCUMENT RESUME

ED 229 968 EC 152 530

*Berkell, Dianne E.; And Others*
The Communication Connection: The First Step toward an Integrated Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Communication (Thought Transfer); *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Interdisciplinary Approach; *Teamwork

The paper highlights the importance of communication among all parties involved in individualized education programs for handicapped students. The rationale for an interdisciplinary team model emphasizes the teacher's role as educational synthesizer. A case study of a child with learning and behavioral problems is presented to illustrate specific responsibilities of team members as well as areas of overlap. Methods for facilitating communication among team members are discussed. The roles of the resource room teacher, the clinical psychologist in the community, the physician, and the director of special education are delineated. The use of communication forms and meetings is shown to promote communication on such aspects as assessment and remediation of learning and behavior problems, medication monitoring, and consultation with classroom teachers. (CL)

ED 229 969 EC 152 531

*Swartz, Stanley L.; And Others*
The Use of Restitution and Time-Out for Destructive Behavior in Emotionally Disturbed Children.
**Western Illinois Univ., Macomb. Coll. of Education.**
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Behavior Change; *Behavior Modification; *Discipline; Elementary Education; *Emotional Disturbances; *Timeout
IDENTIFIERS- *Restitution

The use of restitution (requiring the child to compensate for damage he/she causes) and timeout for destructive behavior was investigated with 21 emotionally disturbed children (9 to 13 years old) in a residential school and treatment program. Staff were instructed to interrupt destructive behavior as quickly as possible and use the restitution procedure whenever feasible. Timeout was implemented if necessary. Analysis of observations revealed that the use of restitution with 144 incidents of destructive behavior resulted in seven subsequent destructive behavior incidents, repesenting a reoccurrence rate of 4.8 percent. Timeout, used for 67 incidents, resulted in 30 subsequent destructive behavior episodes, reflecting a 44.7 percent reoccurrence rate. Staff choice between the two procedures apparently reflected the available time. Student reaction appeared to consider restitution as a matter of justice while timeout tended to be seen as punishment. (CL)

---

ED 229 970 EC 152 532

*Lacy, Denise A.; McKay, E. Ann*

*Lacy, Denise A.; McKay, P. Ann*
Motivation Plus (Assessments and Games for Severely Multiple Impaired Children).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Aural Learning; *Games; *Multiple Disabilities; *Severe Disabilities; Stimulation; *Student Evaluation; Visual Learning

Assessment of severely multiply handicapped children was completed via formal and informal assessment with data covering medical, ophthalmological, auditory, and educational aspects. Visual functioning was evaluated by considering the type of visual stimulus experienced, varying visual tasks, and student motivation and ability. Auditory evaluation encompassed sound awareness, discrimination, recognition, and comprehension. A co-active motor-movement component is then begun by moving the child's body to produce awareness of his/her own body and promotes a trusting relationship between student and teacher. Games in five areas (gross motor, socialization, communication, affective development, and group awareness) are individualized for each student based on assessment results. (Sample objectives and charting processes for several games are presented, along with a glossary and a list of screening tests and assessments.) (CL)

*Cowden, Joey*
Psychomotor Assessment of the Severely Handicapped Individual.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Adapted Physical Education; Leisure Time; *Motor Development; *Neurology; *Psychomotor Skills; Recreational Activities; *Severe Disabilities; *Student Evaluation

Guidelines are presented to special educators and adapted physical educators for assessing the psychomotor development of severely handicapped students. The importance of determining whether there is an abnormality in central nervous system development is emphasized. Assessment information is presented for 15 topic areas: reflex analysis, muscle tone, associated reactions ("overflow" reactions from one movement to another), functional mobility, analysis of gait, developmental gross motor patterns, developmental fine motor proficiency, sensory strengths and weaknesses, developmental play levels, levels of competition, game readiness, cardiovascular/health fitness, leisure/recreation skills, lifetime sports and social intelligence-self concept. The need for ongoing observation in each of these categories is pointed out. (CL)

ED 229 972 EC 152 536

*Conrad, Kendon J.; Schevers, Thomas J.*

The Effects of PL 94-142 on School Services to Adolescents with Behavior Disorders in Illinois.

PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Behavior Disorders; High Schools; *Models; *Program Evaluation; *State Programs
IDENTIFIERS- Illinois

Programs for adolescents with severe behavior disorders (BD) in Illinois are examined in terms of existing psychoeducational models of BD programs. Research is reviewed on the definition and etiology of BD, and the historical and theoretical background of educational treatment for this group is offered (including a description of several models for programing). The evaluation involving 230 public school administrators and staff and 40 private school administrators in the state is considered in terms of canvassing for the sample, developing and administering the questionnaire, and planning for analysis of the findings. The questionnaire describes programs along the following dimensions: psychodynamic vs. behavioral philosophy, administrative vs. student control of the program, existentialism, biophysical strategies, and ecological perspectives. Among other factors to be measured are student and program characteristics, counseling and education strategies, vocational education, parent involvement, and evaluation. The authors suggest that programs using psychodynamic approaches will have a low degree of administrataive control and those with behavioral approaches will have high control. (The questionnaire is appended.) (CL)

ED 229 973 EC 152 537

*McClennen, Sandra; Harrington, Linda*
Teaching Beginning Mathematics to Students with Retardation, Autism, and Learning Disabilities.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Autism; Basic Skills; Cognitive Processes; Elementary Education; *Mathematics Curriculum; *Mathematics Instruction; *Number Concepts; *Perceptual Development; Severe Mental Retardation

A mathematics curriculum for moderately and severely retarded and autistic students and adults should possess 10 necessary characteristics, including provision for instruction based on assessment results, stress on functional application, focus on generalization of skills, and specific criteria for mastery of each skill. The functional but developmentally based program described was organized around 47 skills in two sections: the perceptual correspondence and the numerical correspondence curricula. Perceptual correspondence deals with the student's ability to understand separate objects (discontinuous quantities) and includes concepts of "one/many" and "more." Numerical correspondence covers the development of qualitative and numerical seriation and includes functional addition, subtraction, multiplication, and division. Language related concerns in the development of the curriculum included students' tendencies to answer affirmatively to yes or no questions, and difficulties with understanding the words "one," "amount," and "enough." Sequences of instruction were coordinated with theories of J. Piaget. Specific teaching techniques for each skill level were developed using generalized materials and examples. Differences were noted between autistic and retarded students in performing mathematics curriculum tasks. The curriculum has also been effective in teaching functional mathematics to elementary students with mild retardation and learning disabilities. (CL)

ED 229 974 EC 152 538

*Weiser, Tracy Ellen*
Designing Structured Leisure Programs for Emotionally Handicapped Adolescents.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adolescents; Elementary Secondary Education; *Emotional Disturbances; Extended School Day; *Leisure Time; Program Development; *Recreation; Recreational Activities; *Recreational Programs; Therapy

A therapeutic recreation program in the Montgomery County Public Schools, Maryland, for 24 emotionally handicapped students (grades 5 through 12) provides extended day services within a public school setting. The program was designed to meet seven goals: providing structured activities beyond the regular school day, reinforcing the students' individualized education programs, increasing students' self esteem, providing opportunities for greater interaction with peers, increasing skill levels in an assortment of leisure activities; stimulating use of constructive leisure activity as an outlet for release of energy, and increasing an awareness of and participation in community recreation programs. The diverse recreation offerings match seasonal changes as well as individual needs and interests. The program incorporates continuous assessment, evaluation, and documentation of individual's leisure functioning, of program goals, and of interaction between staff and students. Individual assessment leads to placement in specific activity groups, which may be adapted forms of team or individual sports or games. Difficulties inherent in such an approach include lack of information about therapeutic recreation among educators and the public and the school system's inflexible hiring procedures. (CL)

ED 229 975 EC 152 539

*Walker, Mary Pat; Baker, C'Anne*
What's So Important about Water?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Secondary Education; *Severe Disabilities; *Stimulation; *Swimming; Task Analysis
IDENTIFIERS- *Water Learning Programs

A method of water learning (teaching low level motor coordination in water, rather than on land) has been developed for stimulating the growth and skills of severely handicapped students. The model, which attempts to elicit natural developmental responses to the environment, incorporates task analysis of developmental preswimming sequences beginning with a single continuum and evolving through stages. One of the principal benefits of the water learning program is the stimulation of developmental growth not only in motor skills (such as extended range of motion or head control), but also in classroom gains in behavior, motivation, academic achievement, and speech stimulation. A data collection system provides information on individual progress and program accountability. (CL)

ED 229 976 EC 152 540

*Lindsey, Dianne; And Others*
A Cooperative Adventure: The Integration of Physical Therapy Services into North Carolina's Schools.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Role; *Consultation Programs; *Disabilities; Elementary Secondary Education; *Interdisciplinary Approach; *Physical Therapy; Program Administration; *State Programs; Teamwork; Therapists
IDENTIFIERS- North Carolina

In North Carolina, physical therapy services for handicapped students are integrated into school settings via a coordinated statewide effort. The model, headed by a physical therapy consultant, provides flexibility, supports an expanded role of therapists, emphasizes the team approach, and considers the physical therapist as a health professional. The approach uses evaluation conducted in natural settings, stresses functional application of therapy activities, and emphasizes ongoing motor training. The approach includes both direct services (screening, evaluation, individualized education program development, and direct therapy) and indirect services (management, monitoring, and consultation). The therapist can contribute to programmatic services in a variety of ways, including offering recommendations for student placement and special classroom equipment, recommending modifications and training regarding transportation, and consulting with physical educators. Administrative support for the multidisciplinary team approach is necessary to insure the program's success. (CL)

*Berg, David R.*
Information Needs of Parents and Availability of Community Services for Mildly Mentally Handicapped High School Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTIONS- *Community Services; High Schools; High School Students; *Information Needs; *Mild Mental Retardation; *Needs Assessment; *Parents; *Public Agencies; School Districts

Forty parents of mildly retarded high school students, 108 community service agencies, and 21 directors of guidance and special education were surveyed to determine information needs and availability of community services for these parents and their children in United Township High School (Illinois). Parents were asked about current use of services and ranked their service needs. Agencies were asked for information about services, eligibility requirements, referral procedure, and clientele. Guidance and special education directors were asked about content and format of information presented to parents. Seventy-eight percent of the parents indicated needs for counseling, education, financial assistance, legal aid, recreation, or vocational training. Only 45 percent reported that they had previously used these services. Ranked as the most important need was vocational training, followed by counseling, education, legal aid, financial assistance, and recreation. Agency surveys revealed that 79 percent of the agencies provided counseling and only 8 percent provided financial assistance. Eighteen of 21 districts represented by the guidance and special education directors provided vocational training information to parents. The information from the survey was used to develop a handbook of community services for parents. (CL)

ED 229 978 EC 152 542

*Lasky, Elaine Z.*
Facilitating Comprehension and Processing of Language in Classroom and Clinic.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTIONS- *Intervention; Language Acquisition; *Language Handicaps; *Language Processing; *Learning Disabilities; *Models; *Speech Therapy; Theories

A speech/language remediation-intervention model is proposed to enhance processing of auditory information in students with language or learning disabilities. Such children have difficulty attending to language signals (verbal and nonverbal responses ranging from facial expressions and gestures to those requiring the generation of complex utterances and/or written constructions). Alterations in the signal considered include pragmatic and suprasegmental aspects of the signal, the complexity of the syntax interacting with the complexity of semantics presented, familiarity, rate, redundancy, and context. Factors in the environment discussed involve competing linguistic messages, number of listeners, immediate vs. delayed response, and sociolinguistic considerations. Aspects of the response required center on levels of processing and types of tasks, types of questions, and memory. The strategies needed by learners are divided into primary and support strategies, with training suggestions provided. (CL)

ED 229 979 EC 152 543

*Clark, Sylvia*

Counseling Hearing Parents of Deaf Children about Deaf Identity and the Deaf Community.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Counseling Techniques; *Cultural Differences; *Deafness; *Group Membership; Infants; Parent Attitudes; *Parent Counseling; Young Children

The paper discusses counseling approaches with parents of young deaf children with particular emphasis on issues of the deaf community and deaf identity. The cultural implications of deafness are examined, and the effects of their child's deafness on parents' security, status, and aspirations are noted. Examples from counseling groups in urban parent-infant programs are cited to demonstrate potential reactions to considering their child's future and the understanding that frequently develops among parents from very different backgrounds. Issues of racial and ethnic heritage are considered along with issues of status and aspirations. The value of counseling groups for parents is emphasized, and various approaches (including hiring classroom staff who are hearing impaired) to bridging the gap between the hearing and deaf worlds are described. (CL)

ED 229 980 EC 152 544

*Arko, Carl; And Others*
Vocational Education for the Handicapped: A Model for Appropriate Placement and Effective Teaching.
PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Inservice Teacher Education; Secondary Education; *Special Education; *Student Placement; *Vocational Education

Three papers discuss issues in providing vocational education services to handicapped children. In the first, "Vocational Education Speaks to Special Education," G. Rackliffe and N. Pearson consider aspects of appropriate placement and describe a handbook produced to address vocational issues for special educators. The handbook covers such topics as vocational-technical programs, learning activities, and the Assessment of Vocational Readiness (a 16-item instrument measuring readiness to profit from vocational training). The next two papers, "Teaching the Emotionally Impaired Student" by G. Schirmer and "Teaching the Learning Disabled Student" by R. Riegel, are part of an inservice training program in which special education staff share information with vocational education staff. Among appendixes is a sample unit on electricity. (CL)

ED 229 981 EC 152 545

*Evans, Robert J.*
Maintaining Least Restrictive Environments and Least Restrictive Alternatives for Handicapped and Nonhandicapped Students in Regular Education Classrooms.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; Individualized Instruction; *Interpersonal Competence; *Mainstreaming; *Peer Relationship; Teaching Skills

Social skills instruction and appropriate individualization of instruction can help mainstreamed handicapped children become accepted by their peers. Modeling (practicing demonstrated behaviors), prompting (correcting behavior when signaled), and feedback (giving corrective guidance) are used to teach the handicapped student such important social skills as accepting responsibility for one's actions, solving problems, negotiating, engaging in conversation, following instructions, accepting and giving feedback, and resisting peer pressure. In order to provide this instruction in the least restrictive environment, the classroom teacher must have adequate preservice and inservice training. (CL)

ED 229 982 EC 152 546

*Trautman, Retta C.; Trail, Anderia*
Parent Involvement in the Treatment of Disturbed Preschoolers.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Autism; *Behavior Modification; Behavior Problems; *Emotional Disturbances; Home Programs; *Parent Education; *Parent School Relationship; Preschool Education
IDENTIFIERS- Medical College of Ohio

At the preschool unit of the Medical College of Ohio, parents of children with severe emotional or behavior problems (including autism) are involved in their child's treatment. Prior to admission, parents complete questionnaires listing their child's appropriate and inappropriate behaviors and sign a contract with the professional staff. An informal relationship of trust is emphasized, followed by a more formal one culminating in a structured 10 week course designed to help parents enhance their child's development, learn to solve management problems, and become aware of available services. Behavior modification is an important focus of the parent sessions, with parents working together with home trainers on specific programs. (CL)

ED 229 983 EC 152 547

*Radencich, Marguerite C.*
How the US Navy Can Help Take the Pain out of the Referral Process.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education;
*Management Systems; Program Administration; *Program Evaluation;
*Referral; Scheduling; *Special Education
IDENTIFIERS- *Program Evaluation and Review Technique

PERT (Program Evaluation and Review Technique), an approach developed by the Navy to identify time and cost resources and organize steps to streamline management, can smooth the special education referral process. PERT is a sophisticated scheduling method which, when adapted to the district, can expose bottlenecks, accurately estimate timelines, and provide for ongoing monitoring. Definition of objectives and breakdown of the work are the initial steps. The project is subdivided into small and easily managed units. The process of subdivision continues until the desired level of detail is reached. A network is then developed showing the interrelationships and priorities of the steps needed to reach the objectives, including time specifications, staff responsibilities, and cost estimates. Use of the PERT system can be taught to anyone involved in managing the referral process in a half day workshop or three hourly sessions. (CL)

ED 229 984 EC 152 548

*Sutaria, Saroj*

University-Based Preservice Tutoring Experiences for Students in Teacher Training Program in Learning Disabilities at Kent State University.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Higher Education; *Learning Disabilities; *Practicums; *Preservice Teacher Education; *Tutoring
IDENTIFIERS- Kent State University OH

An experiential component in preservice training for teachers of learning disabled students at Kent State University (Ohio) involves a tutoring experience on campus. Originally a volunteer experience, the tutoring component presented problems of scheduling, supervision, and location. On-campus required tutoring was then implemented with parents' approval and satisfaction. Tutoring involves planning, development, and implementing lesson plans, and then evaluating and recording progress. Implementing the plans require such teaching skills as establishing and maintaining rapport, offering appropriate reinforcement, and being flexible and willing to modify procedures that do not work. Tutoring has been effective, as shown by favorable reactions of the student tutors, achievement of learning disabled tutees, and positive responses of parents. (CL)

ED 229 985                                    EC 152 549

*Kendall, William S.*
Psychoneurological Assessment of Language Disorders in Learning Disabled Adolescents: Research and Prescriptive Suggestions.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Language Acquisition; *Learning Disabilities; *Mainstreaming; *Resource Room Programs; Secondary Education; *Special Classes

The extent to which three groups of learning disabled (LD) adolescents differed in language was examined. Ss were 30 LD students enrolled in secondary special classes, 30 LD students in secondary special classes, and 30 LD students integrated in regular secondary classes who received additional support beyond that ordinarily provided in regular classes through learning resource centers. Analysis of scores on the Test of Adolescent Language revealed significant differences among the language means of the three groups. Ss in special classes scored lower than the other two groups, despite being older and receiving special assistance in language development. (CL)

# DOCUMENT RESUME

ED 229 986 EC 152 551

*Miller, Susan A.*
Training Surrogate Parents.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Child Advocacy; *Disabilities; Elementary Secondary Education; *Parent Education; Program Descriptions
IDENTIFIERS- South Dakota; *Surrogate Parents

The role of surrogate parents in advocating for handicapped children whose parents or guardians are unknown or unavailable, or children who are wards of the state is discussed and a surrogate parent training program in South Dakota is described. The program provides 20 hours of instruction including lecture and large group discussion, small group discussion and problem solving, simulation activities, media presentations, programed learning through study books and self-instructional case studies, supplemental reading, and use of a resource manual. It was decided that, at least for the first year of the project, potential surrogate parents would be drawn from a pool of foster parents of handicapped children. Planned future dissemination activities include conference presentations, news releases, and brochures on the project. (CL)

ED 229 987 EC 152 552

*Marotz, Barbara*
Alternatives to Behavioral Classroom Management.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; Models; *Self Control; *Teacher Role; Theories; Values Clarification

Three approaches (other than behavioral) for the management of behavior problems in special education are described. Values clarification (attributed to S. G. Simon) is described as a preventative approach emphasizing the student's role in managing him- or herself. Proponents of this approach view many behavior problems as arising from the absence of clearly stated values. R. Dreikurs' approach posits that children misbehave because they possess mistaken social goals, including the need for excessive attention, power, revenge, or an expression of inadequacy. He asserts that teachers must systematically guide the basic group process while applying strategies appropriate to proper goal development in both crisis and preventive situations. The final approach, advocated by J. Dobson, emphasizes the teacher's role as an authoritarian in classroom discipline and is seen primarily as a crisis intervention strategy. (CL)

*French, Fred; Kysela, Gerard*
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery.
SPONS. AGENCY- Alberta Univ., Edmonton. Faculty of Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Disabilities; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Policy Formation; Rural Education; *School Districts
IDENTIFIERS- *Alberta; *Newfoundland

Special education policy and services in Newfoundland and Alberta were examined and compared. The two provinces were chosen because of legislative policy differences in the provision of special education, large proportions of nonurban citizens, and a recent tenfold increase in services. Analysis of surveys completed by 30 school boards in Newfoundland and 72 in Alberta revealed that many districts have been providing extensive services for handicapped children. However, the majority of districts do not provide explicit policy on rights of exceptional children. Comparison with survey results from British Columbia and New Brunswick revealed substantial consistency across the provinces. Districts indicated the need for policy on issues of pupil referral, assessment, programing and placement, and on communication with parents. (The appendixes include a 25-page literature review and the survey questionnaire.) (CL)

ED 229 989 EC 152 554

*Marston, Ruth Ann; Abraham, Willard*
Self Perceptions of Gifted Children with Implications for Adult Personal Success and General Mental Health. Preliminary Report.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- Check Lists; *Gifted; Intermediate Grades; Junior High Schools; *Personality Traits; Self Evaluation (Individuals); Special Classes; *Student Characteristics

To examine the existence of short term indicators of long term program results, studies and autobiographical/biographical material of gifted individuals were reviewed. Analysis yielded a checklist of 25 characteristics purported to lead to satisfaction as adults. The checklist items are explained to include the following self perceptions of gifted children: leadership; self determination and high perceived level of control over one's self; high levels of personal energy; increasing interest in the arts; early reading; interest in exploring problems and confidence in ability to do so; and ambition for excellence and advancement in the occupation. When the checklist was administered to three groups of students in grades 5 through 8 (including "new gifted," "continuing gifted," and control Ss), the continuing gifted Ss were significantly higher than control Ss in 11 areas, including ability to act as leader, intentions to complete at least 4 years of college, interest in the arts, and ability to plan school work. Results suggested program goals for home and school. Goals are presented for three areas: understanding, valuing, enhancing the individual's gifts; ability to deal effectively with the products of other minds; and creation and presentation by gifted students of products others will judge to be superior. (CL)

ED 229 990 EC 152 555

*Ruzicka, Paul L.; And Others*
A Model for Training Special Needs Students in a Regular Vocational-Technical School Setting.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Competency Based Education; *Disabilities; Job Skills; Program Descriptions; Program Development; Secondary Education; *Vocational Education

The industrial production program is a regular education program which was designed to provide vocational training to handicapped students. The program incorporates individual programing, close supervision, small group instruction, and academic support in a skill based framework intended to produce specific occupational competencies in students who lack cognitive, psychomotor, and/or affective skills prerequisite to vocational instruction. The competency based program is aimed toward preparing the student for competitive employment and mainstreaming the student into the regular Area Vocational Technical School programs. Students receive academic support through an individualized resource center and participate in related services (such as speech and language therapy and occupational therapy consultation) as needed. Demographic information on students reveals a variety of handicapping conditions represented for years 1981-82 and 1982-83. The program maintains a lay advisory committee which guides the program's services for students. (CL)

ED 229 991 EC 152 557

*Douglas, Linda D.; Lynch, Linda L.*

Cost-Effective/Program-Effective Special Education Program Delivery.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Cost Effectiveness; *Delivery Systems; Elementary Secondary Education; *Mainstreaming; *Mild Disabilities; Needs Assessment; *Program Effectiveness; Student Placement

The report describes an attempt to develop a cost-effective/program-effective service delivery model for providing special education to mildly handicapped students in Bellevue, Washington. Objectives include: needs assessment; analysis of delivery system options and fiscal resources; and establishment of delivery system priorities, evaluative criteria, and implementation plan. Analysis of student needs was guided by a model oriented to the least restrictive environment and a continuum of 12 service delivery types. Among findings reported are that teachers indicated that approximately one-third of the types of service delivery options needed were those generally described as occurring in the mainstream, and that mildly handicapping conditions accounted for 88 percent of the sample. (Data are also presented on needed services by handicapping conditions, percentage of time needed per delivery service type by handicapping condition, and staff allocation.) Two pilot projects designed to provide less restrictive settings are described, with information on proposed evaluation strategies for each. (CL)

ED 229 992 EC 152 558

*Quick, Carol; Mandell, Colleen*
Otitis Media and Learning Disabilities: More Than a Relationship?
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Clinical Diagnosis; Hearing Impairments; *Intervention; Language Acquisition; *Language Handicaps; Learning Disabilities; Medical Services; Preschool Education; *Special Health Problems
IDENTIFIERS- *Otitis Media

The relationship between recurrent otitis media (middle ear infection characterized by the presence of middle ear fluid and possibly leading to a temporary conductive hearing loss) and learning disabilities (LD) is examined. Traditional treatment approaches (antibiotic medication and surgery) are reviewed. The definition of LD is presented and the linkage between the two conditions is analyzed--the critical period of speech and language development occurs from birth to 3 years of age when children are most susceptible to chronic middle ear infections. Potential effects of the condition are explained to include auditory processing deficits and generalized speech and language deficits. An intervention approach, Project CHILD (Conductive Hearing Impairment Language Development), offering audiological monitoring, medical followup, parent training, and an emphasis on listening and language skill development, is described. (CL)

ED 229 993 EC 152 559

*Burkholder, Lynn D.; And Others*

Affective Management Strategies for Behavior Disordered Students--Elementary and Secondary Levels.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Behavior Modification; *Contingency Management; Elementary Secondary Education; *Emotional Disturbances; *Group Discussion; Intervention; Program Descriptions; Token Economy
IDENTIFIERS- *Positive Education Program

The Positive Education Program (PEP) in Cuyahoga, Ohio, incorporates a token economy and group process approach into the daily school routine for emotionally disturbed and behaviorally handicapped students. At elementary and secondary levels, minimum rules and expectations as well as privileges awarded for behaviors are clearly set forth. The level systems list responsibilities and rights designed to promote students' control over their own behavior and to establish an environment in which natural reinforcers will begin to maintain appropriate behavior. Contingency contracting in terms of individual weekly and/or monthly behavioral and academic goals is included. The level systems for secondary students are designed to decrease the need for extrinsic reinforcement and increase the response to social reinforcement. Classroom interaction meetings are used to solve social problems and help students classify their values. (CL)

ED 229 994 EC 152 561

*Miller, Maurice; Bommarito, Thomas*
Mildly Handicapped Students' Self-Awareness of Academic Skills.
PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Intermediate Grades; *Learning Disabilities; Mild Disabilities; *Mild Mental Retardation; Primary Education; *Self Evaluation (Individuals)

Self awareness of academic skills by 9 primary age and 15 intermediate age mildly mentally handicapped (MiMH) students in a special class and 14 intermediate age learning disabled students in a resource room was measured. Ss completed a modification of H. Myklebust's Pupil Rating Scale. Results indicated primary MiMH Ss consistently rated themselves significantly more positively than they were rated by the teacher. Both intermediate MiMH and LD Ss rated themselves as more competent than teachers did, but there were more areas of correspondence between teachers' and students' ratings, particulary in the areas of spoken language, orientation, and behavior. It is suggested that MiMH and LD students might receive the most realistic feedback from teachers and parents in these skills areas. Complete versions of the teacher and student scales used in the study are appended. (CL)

ED 229 995 EC 152 562

*Goldberg, Renee LeWinter*
An Exploratory Study of Learning Disabilities in College Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 83
GRANT- G008101035
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *College Students; *Coping; Higher Education; *Learning Disabilities; Learning Processes; *Student Characteristics

In order to study the characteristics of learning disabled (LD) college students and the coping strategies developed to deal with college demands, 57 LD students--enrolled at a selective university that offered no special program for LD students--were identified through questionnaires, self referral, and teacher referral. Analysis of a variety of tests and structured interviews revealed that the LD Ss performed differently from nondisabled Ss on 9 of 14 variables in the psychoeducational assessments. Ss also had lower overall IQs with wider scatter. LD Ss reported experiencing more difficulties and receiving more help in both elementary and high school; using more university resources; needing more time to perform well; experiencing more problems with memorization, drawing, and copying; and dropping or avoiding difficult subjects as a way of coping with their problems. (CL)

ED 229 996 EC 152 563

*Young, Pamela R.*
Teacher Preparation for Mainstreaming: Small College Case Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; *Disabilities; *Faculty Development; Higher Education; Mainstreaming; *Program Development; Special Education; *Teacher Education Curriculum; *Teaching Skills
IDENTIFIERS- Fort Lewis College CO

A project at Fort Lewis College (Durango, Colorado) was designed to reconceptualize elementary and secondary teacher preparation programs by infusing special education content so graduates would be prepared to provide instruction for individual differences mandated by mainstreaming legislation. In Phase I, curriculum was developed based on validation of competency statements in ten areas. Faculty were then assigned (in Phase II) the development of competencies to be infused into their courses. Modifications in the program included replacement of a special education survey course with a course on teaching methods and a practicum. Phase III featured field testing and further revision. Faculty development, concurrent with the curriculum development, included travel funds for participation in professional conferences and preparation of project materials related to special education concepts. (CL)

ED 229 997 EC 152 564

*Whitted, Brooke R.; And Others*

Interagency Cooperation: Miracle or Mirage? A Study of Interagency Cooperation in the Delivery of Special Education and Related Services.

**Educational Information Planning Associates, Inc., Skokie, IL.**

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Agency Cooperation; *Cooperation; *Disabilities; Elementary Secondary Education; *State Departments of Education; *State School District Relationship

IDENTIFIERS- Indiana; Louisiana; Wisconsin

The report examines systems developed by Indiana, Wisconsin, and Louisiana to monitor interagency coordination of educational related services for handicapped children. The background and development of special education legislation in each of the three states are reviewed along with the structure of the state education agency (SEA). Each state is also addressed in terms of the SEA's primary role, monitoring systems (largely on-site visits), and structures developed to promote interagency cooperation on both the state and local levels. The importance of interagency cooperation is highlighted by a discussion of residential placement decisions which are made by agencies other than the SEA in Wisconsin and Louisiana. Barriers (such as lack of guidance from state level agencies and budgetary concerns) to interagency cooperation are considered together with facilitators (including community involvement and local initiative). The report concludes with recommendations for improving cooperation at the state, state/local, and local levels. Some of the seven elements seen to be necessary for developing effective interagency cooperation include clear cut delineation of responsibility, continuing evaluation and identification of benefits for all participating agencies, and mechanisms for resolving disputes through minimizing confrontations and maximizing negotiations. (CL)

ED 229 998 EC 152 565

*Hilton, Alan*
Utilization of Parents and Peers in Self-Contained Classrooms.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education; *Parent Participation; Parent Role; Peer Teaching; *Special Classes; *Student Volunteers; *Teacher Role; Volunteers

Teachers in self contained special education classes can learn to monitor and supervise parent and peer volunteers in the classroom. Teachers should remember the parents' background in teaching their children, realize the success demonstrated by nondegreed individuals, and understand the importance of scheduling and reinforcing the volunteers for their efforts. Teachers can increase their management skills by delineating the goals to parents and peers in clear, concise statements and then monitoring those goals (either directly or by instituting a self monitoring system). Preservice training on such topics as group and individual instruction, cueing and reinforcement, and data collection is also important. Scheduling could provide for understanding of roles, materials, and location of activities. Reinforcement is a vital part of any volunteer program, and requires the teacher to understand motivation and be aware of the volunteers' contributions.(CL)

ED 229 999 EC 152 566

*Bullard, Peggy; McGee, Glenn*
With a Little Help from My Friend: Mastering Math Facts with Peer Tutoring.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Behavior Change; Elementary Education; *Learning Disabilities; *Mathematics Instruction; Peer Relationship; *Peer Teaching; Program Descriptions; *Slow Learners; *Tutorial Programs

The paper presents a case study of a successful elementary school peer tutoring program for learning disabled and slow learning students (first to fourth grades) having difficulties with math facts. Ten tutors in third to sixth grades were selected as tutors and trained by the resource teacher to use such strategies as praise, correction, and charting of daily progress data. Agendas for 14 day training sessions are provided. Tutoring involved a flashcard drill followed by a time written worksheet of addition or subtraction facts. As a group, the students mastered an average of 9.1 sets of facts and both tutors and students reported satisfaction with the program. Relationships between tutors and students appeared to extend beyond the session. Inappropriate behavior in tutors decreased and tutors became more involved in school. (CL)

ED 230 000 EC 152 567

*Sneideman, Annemies; And Others*
Behavioral Assessment & Intervention: The Integrated Disciplinary Approach.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Modification; *Disabilities; Elementary Secondary Education; *Interdisciplinary Approach; *Intervention; Program Descriptions; Referral; *Student Evaluation; *Teamwork

The Integrated Disciplinary Approach is a system for assessing individuals with suspected handicaps without overtesting and producing excessive data that can be confusing to both parents and professionals. The educational diagnostician, behavioral consultant, psychologist, classroom teacher(s), and parent(s) comprise the team that reviews referral concerns, shares preliminary data, and devises a plan for conducting the assessment. Before formal referral is made, alternative behavior strategies are examined. Assessment addresses the parents' and teachers' concerns via behavioral observations and interviews. The team meets to write a comprehensive evaluation report which is shared with the parents. The individualized education plan is developed and placement decided. Efforts are made to plan ongoing parent-teacher conferences to promote consistency in home and school. (CL)

ED 230 001 EC 152 568

*Vasa, Stanley F.; And Others*
Project Accommodate: Preparing Master Teachers to Provide Peer Inservice.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; *Disabilities; *Inservice Teacher Education; *Mainstreaming; Program Descriptions; *Program Development; Secondary Education; State Programs
IDENTIFIERS- Nebraska; Project Accommodate

Project Accommodate, a program designed to improve inservice to regular Nebraska secondary teachers serving handicapped students, is described. The state's needs for inservice training to implement the goal of providing services in the least restrictive environment are discussed as background to Project Accommodate's development. Goals of the project are: to prepare persons with demonstrated expertise in mathematics, science, English/language arts, business education, and consumer and homemaking education as inservice providers; to provide inservice training to secondary regular educators through project prepared curriculum consultants/master teachers' modules; and to provide an ongoing addition to inservice programs via other project services and products. Elements of training for regular classroom teachers and curriculum specialists/master teachers are delineated. Project evaluation procedures are reviewed. (CL)

ED 230 002 EC 152 569

*Johnson, Alex B.; Fiscus, Edward*

School Psychologists' Use of Nondiscriminatory Assessment:
Implications for Educating Handicapped Minority Students.
SPONS. AGENCY- Winston-Salem State Univ., N.C.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Disabilities; Elementary Secondary Education;
*Minority Groups; *School Psychologists; *Student Evaluation; *Test
Bias

The study investigated the use by school psychologists of procedures for nondiscriminatory assessment of handicapped students. Ss were surveyed via the School Psychologists' Use of Nondiscriminatory Assessment (SPUN). Results indicated that Ss never used most of the techniques during evaluation described in SPUN. Further, Ss indicated they they were frequently involved in educational programing for handicapped minority students, except for outlining classroom activities emphasizing cultural diversity and identifying educational materials depicting multicultural themes. Findings suggested that school psychologists undergo extensive preservice and inservice training on administering and perhaps also developing techniques for nondiscriminatory assessment. It was also recommended that educators identify educational materials related to racial and ethnic themes. (Author/CL)

ED 230 003 EC 152 570

*Chicola, Nancy; Sager, Nancy*
The Vital Link: Developing an Effective Continuum of Intervention to Meet the Needs of Emotionally/Behaviorally Disordered Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavior Disorders; *Consultation Programs; Elementary Education; *Emotional Disturbances; *Intervention; *Itinerant Teachers; *Mainstreaming; Middle Schools; Program Descriptions; Student Placement
IDENTIFIERS- Itinerant Behavior Development Program

An itinerant/consultant program in Colorado provides services to children with mild to severe emotional and behavior problems. Three Itinerant Behavior Development (IBD) teachers service 24 elementary and 5 middle schools. The program, which expanded from behavior management to include curriculum modifications, overcame early staff resistance and is now generally accepted. IBD teachers work with teachers of self contained classes to promote mainstreaming. Placement decisions are based on a level of intervention format. A case study of a 12 year old with behavioral and learning problems is presented to illustrate the IBD philosophy of intervention and involvement with other staff. (CL)

# DOCUMENT RESUME

ED 230 004 EC 152 571

*Skaggs, Donald Ray*
Work Skills for Prevocational Training.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Assembly (Manufacturing); Job Skills; Learning Activities; *Moderate Mental Retardation; *Prevocational Education

A prevocational work skills training program for moderately retarded students emphasizes the need for developmentally appropriate tasks, concern for increasing students' attention span, orderly arrangement within tasks, and increased proficiency after training. Major units in the program focus on concepts of similarity and difference, large and small, matching and sorting, manipulation, tool use and object assembly, packaging, collating, and mailing skills. Tasks are performed within an assembly line framework to develop cooperation among workers. Photographs of the tasks are accompanied by data on pre- and posttest performance. (CL)

ED 230 005 EC 152 572

*Ivy, W. Fred; Griffin, Richard A.*

A Diagnostic Design for Individualized Field and Campus Internship.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Higher Education; *Internship Programs; *Learning Disabilities; *Practicums; *Teacher Education Programs; *Teaching Skills

A year long practicum for preparation of learning disability teachers is described. The first of two components provides a field based internship intended to give the student an opportunity to apply skills learned in coursework. Among 20 skills emphasized in the field based component are classroom organizational skills; communication with students, parents, teachers, and other school personnel; time management skills; systematic observation of students to develop indepth learning/behavioral profiles; and analysis of administrative challenges. The second half of the practicum is campus based and is designed to allow the student to extend his/her knowledge. The 20 skills emphasized in the campus based experience include constructing conceptualizations concerning the field of learning disabilities, assessing educational instruments or methods, critiquing relevant special education articles, roleplaying interview situations, making presentations about a pioneer in the field of learning disability, and completing a self evaluation. A sample student competency profile is included. (CL)

ED 230 006 EC 152 573

*Holm, Caren; And Others*
Interdependent Support Service Model.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Communication Skills; Elementary Secondary Education; *Inservice Teacher Education; *Motor Development; Program Effectiveness; Self Care Skills; *Severe Disabilities; Staff Development; *Student Evaluation

The Interdependent Support Service Model, a 3 year project operated by the Hennepin Technical Center (Minneapolis, Minnesota) was designed to evaluate and program for communication and motor needs of severely/profoundly handicapped students and to develop related inservice training for staff. First year activities included modifying existing assessment procedures and developing a total assessment package which was then used in the second year. In the final year of the project, training instructional staff to use project procedures was emphasized. Evaluation of inservices on communication, feeding, and sensorimotor development and attended by approximately 200 staff revealed overall satisfaction and pre-posttest information indicated significant gains in knowledge for teachers and aides. Evaluation of the impact on students produced equivocal results, although staff did demonstrate increased proficiency in writing measurable objectives as a result of project activities. Inservice Objectives and rating scales, knowledge tests for inservice, and assessment instruments are appended. (CL)

ED 230 007 EC 152 574

*DeLeon, Josephine*
Evaluating and Adapting Materials for Use with Bilingual Exceptional Children.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Bilingual Education; Cultural Differences; Disabilities; Elementary Secondary Education; *Exceptional Persons; *Instructional Materials; *Limited English Speaking; *Media Selection; *Nondiscriminatory Education

The paper addresses the need for evaluating instructional materials to be used with bilingual or limited English speaking exceptional children. The scarcity of materials geared for this population is noted, and the need for evaluating existing materials prior to adapting them is discussed. Five questions are posed, touching on correspondence with instructional objectives, derivation of materials, validating statements, possibilities for increasing the cultural relevance, and use by a small group or individually. Guidelines for evaluation deal with theoretical foundation, content, useability, assessment, cost, and evaluation. The importance of examining teacher and student characteristics as well as the curriculum is depicted in a diagram of the classroom ecological system. After the material is evaluated for match/mismatch with student needs, the next step is explained to be adaptation. Four issues in adaptation are discussed: the child's skill level, cultural background, learning and perceptual style, and language ability. (CL)

ED 230 008 EC 152 575

*Johnson, Marilyn Kay; Amundsen, Cheryl*
Learning the New Way: Giving and Taking Instruction by Telecommunications.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Disabilities; Higher Education; Inservice Teacher Education; *Models; Needs Assessment; Rural Areas; *Special Education; Special Education Teachers; *Teacher Education Programs; *Telecommunications
IDENTIFIERS- *Alaska; *Distance Education

A graduate special education teacher training program delivered via telecommunication instruction helped meet training needs in rural Alaska. Teachers in four areas were identified and their needs ascertained. The project promoted a flexible class design yet incorporated 7 of 10 courses required for special education certification. The distance delivery model incorporated interaction with faculty, audioconferencing, and taped classes followed by collect phone calls to the coordinator. Student grading and test materials were identical to on campus student work. Seven teachers successfully completed requirements for certification, with additional coursework taken by 24 others. (CL)

ED 230 009 EC 152 576

*Glimps, Blanche E.; Hicks, Joy*
Planning for a Culturally Sensitive Program in the Preschool Setting.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reference Materials - Bibliographies (131)
DESCRIPTIONS- *Cultural Differences; Disabilities; Elementary Education; Elementary School Curriculum; Instructional Materials; Limited English Speaking; School Role; *Teaching Skills

Approaches for serving culturally different handicapped children in the schools are considered. The importance of focusing on human diversity, beginning in the early grades, is emphasized. Teaching competencies needed to promote understanding and acceptance of such diversity are described, including skills in assessment, communication with parents, and appropriate teaching methods. Basic goals of programs serving culturally diverse children are listed, including the need to expand program content to reflect the cultural variety of the population, to acknowledge the historical exclusion of the culturally different, and to recognize qualities shared by various cultures as well as differences. An annotated list of approximately 25 culturally relevant curriculum materials is appended. (CL)

ED 230 010 EC 152 577

*McCloud, Barbara K.*
Day Care as Early Intervention for Children with Mild Developmental Delays.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Day Care Centers; *Intervention; *Mild Disabilities; Preschool Education; Program Effectiveness

Project TAP (Tapping Achievement Potential) is designed to ameliorate deficits of mildly disabled preschoolers attending day care programs. Advantages of the TAP approach include a regular class environment, full day program, reduced training costs of day care teachers, and benefits of early intervention. Teachers in two demonstration classrooms were trained to assess children and plan instructional programs. Analysis of student gains in areas of gross and fine motor, visual perception, reasoning, receptive and expressive language, and social/emotional development revealed that project children equalled or surpassed the expected gain of normally developing children. Compared to nonproject Ss, project children exhibited mean gain scores consistently higher on the McCarthy Scales with greatest gain in general cognitive scores. (CL)

ED 230 011 EC 152 578

*Lee, Marjorie W.*
An Exploration of Teacher Education Programs at Traditionally Black Colleges and Universities.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Black Colleges; Black Education; *Blacks; Disabilities; Educational History; Higher Education; *Special Education; *Teacher Education Programs

The paper reviews special education teacher preparation programs offered at traditionally Black institutions (TBIs). Differences are noted between TBIs, historically Black institutions, and predominantly Black institutions. The history of institutions of higher education for Blacks is reviewed. Five TBI programs for special education teachers are identified, and two--at Howard University and Hampton Institute--are described in greater detail. The author asserts that TBIs have not been encouraged in innovation or independence, yet they have successfully addressed educational needs from a Black perspective and have continued to lead in such areas as race relations, education, housing, employment, and health. A list of enrollment figures for historically Black colleges and universities is included. (CL)

ED 230 012 EC 152 579

*Livingston-White, Deborah J. H.*
1981 Follow-Up Study of Students Enrolled and Previously Enrolled in the Michigan School for the Blind and the Michigan School for the Deaf.

**Michigan State Dept. of Education, Lansing. Div. of Special Education.**

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTIONS- Blindness; Deafness; Elementary Secondary Education; Followup Studies; *Hearing Impairments; Parent Attitudes; *School Districts; *Special Schools; *State Schools; *Visual Impairments
IDENTIFIERS- *Michigan School for the Blind; *Michigan School for the Deaf

A followup study of currently and previously enrolled students of the Michigan School for the Blind (MSB) and the Michigan School for the Deaf (MSD) is reported. Eligibility guidelines, services, enrollment, costs, and nature of the student body at each institution are described. Development and use of four questionnaires to evaluate eight research questions (nature of handicaps, appropriateness of placement, availability of educational services, transfer of learning, reasons for placement, reasons for leaving, benefits of state programs, and benefits of local school programs) are described. Among findings considered are that Ss currently attending MSB have a greater multiplicity of handicapping conditions in conjunction with more severe visual loss than previously enrolled Ss; that 92 percent of parents surveyed felt their children were appropriately placed whether enrolled in state schools or local education agencies; that few benefits were reported as exclusive provisions of local education agency programs compared to state school services for vision and hearing students; and that rehabilitation agencies worked with a large percentage of students graduating from state schools. It was concluded that the state schools provide unique services which some local education programs are not currently providing. Cover letters and questionnaires are appended. (CL)

ED 230 013 EC 152 580

*Ammer, Jerome J.; Littleton, Barbara Rhein*
Parent Advocacy: Now More Than Ever Active Involvement in Educational Decisions.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Child Advocacy; *Disabilities; Elementary Secondary Education; *Parent Attitudes; *Parent Participation; *Parent School Relationship; Special Education

Questionnaires were completed by 217 parents of handicapped children to determine their present level of involvement and their desired participation in the education process. The sample (a rural population in central West Virginia, a suburban population in affluent school districts on Long Island, New York, and a city population from a mixed set of city boroughs) was chosen to represent rural, suburban, and urban populations among districts with established advocacy channels beyond the guidelines of P.L. 94-142, the Education for All Handicapped Children Act. Among demographic findings were that behavior disorders represented 34 percent and learning disabilities 24 percent of the returns; that parents of resource room students represented 42 percent and self contained classroom students 38 percent of the sample; that of the 74 percent of parents who reported their child's needs were being met, rural parents expressed the greatest satisfaction with services; that there was unexpectedly low agreement between parents and districts on the category describing the students' handicap; that 87 percent of parents were not presently involved in the local school; and that 32 percent felt no one provided them with assistance and/or advocacy. Among parent preferences for ways to improve communication with the school were regular letters and school conferences, with home visits ranking lowest. Parents expressed greatest interest in becoming involved in their child's progress reviews. Two general conclusions were drawn: that parents appear to be pleased with their children's services, and that it appears to be a question of personal preference rather than group characteristics which dictates parent needs and attitudes regarding advocacy. (CL)

ED 230 014 EC 152 581

*Goros, Denise L.; And Others*

A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change.

**Perkins School for the Blind, Watertown, Mass.**

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 83
CONTRACT- 300-80-0642
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Adolescents; *Attitude Change; Behavior Change; Community Resources; *Deaf Blind; Employee Attitudes; *Employer Attitudes; *Job Skills; *On the Job Training; *Vocational Adjustment; Vocational Education; Young Adults
IDENTIFIERS- *Project ADVANCE

Project ADVANCE (Action for the Development of Vocational Alternatives and New Concepts in Education) has served 27 deaf blind students (16 to 22 years old) through on the job training at local community businesses. Students have been involved in such positions as greenhouse workers, food service workers, maintenance personnel, and bakery production assistants. Analysis of student change through observations of 18 participants revealed an increase in independent performance of the task and decreases in the amount of instructional interaction required, the amount of time seeking help, and inattentiveness to task during work time. Ss showed a marked increase in student productivity and less dependence on supervision. Both coworkers and employers indicated positive responses, with many learning a variety of ways to communicate with the students. Results demonstrated that there are more viable work alternatives for deaf blind individuals than had previously been thought. (CL)

ED 230 015 EC 152 582

*Lister, Robert J.; And Others*
The Portsmouth Project (KIDS); A Successful Model Mainstream Program for Emotionally Handicapped Adolescents in Public Secondary Schools.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Behavior Modification; *Emotional Disturbances; Family Counseling; Group Counseling; High Schools; Individual Counseling; *Mainstreaming; *Therapy
IDENTIFIERS- *Kids In Difficult Situations Program

The Portsmouth, New Hampshire, project for adolescents, known as the KIDS Program (Kids In Difficult Situations), is a regional program emphasizing family intervention. KIDS has attempted to mainstream 30 emotionally handicapped adolescents into all regular academic and vocational high school courses. Individual, group, and family counseling are offered by teacher/counselors and special education counselor/school social workers. The program offers three levels of participation: full time placement in a self contained class, part time placement in KIDS Program with part time mainstreamed placement, and support services available to supplement full time regular academic and vocational programing. The academic/vocational component of KIDS stresses skills, self organization, and behavior control within a highly structured environment. Therapeutic approaches include counseling as well as parent groups and home visits. The behavioral component stresses a point system using community incentives and providing realistic consequences. (CL)

ED 230 016 EC 152 583

*Walters, Elizabeth; And Others*
Verbal Self-Instruction for the Mentally Retarded: The Missing Link.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Attribution Theory; Elementary Secondary Education; *Helplessness; *Locus of Control; *Mental Retardation; *Student Attitudes

The paper examines research on locus of control, learned helplessness, and attribution theory, and discusses the implications of the mentally retarded child's attitudes toward his or her successes. Studies are cited linking internal locus of control with achievement, and it is suggested that more attention should be paid to promoting students' internal orientations. Learned helplessness research is reviewed in terms of its effects on learning and the ability to cope with failure. Attribution theory research is explained to reveal that causal attributions are learned, and that students can be taught to make attributions that will help rather than hinder their academic progress. Specific interventions may be more effective when matched with the child's specific attributions. Self control verbal monitoring is advocated as one way to help children who appear unmotivated, who have given up, and/or who have learned helplessness. (CL)

FL

ED 230 017                                FL 013 085

*Wilkens, Joseph P.*
Spanish for Peace Corps Volunteers in Specialized Technical Jobs.
**Peace Corps, Washington, D.C.**
PUB DATE- 66
LANGUAGE- Spanish; English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Audiolingual Methods; Dialogs (Language); Instructional Materials; *Languages for Special Purposes; *Latin American Culture; Pattern Drills (Language); Postsecondary Education; Second Language Instruction; *Spanish; *Technical Occupations; Vocabulary Development
IDENTIFIERS- *Peace Corps

This text, intended for Peace Corps volunteers, aims to train them in the Spanish linguistic and communicative skills they will need to perform their specialized tasks effectively and expeditiously. The text contains two sections. The first is a series of units to be used by all students and is designed to teach basic grammatical structures and vocabulary. The units contain the following features: (1) practical conversations, drills, and linguistic situations; (2) pattern drills; (3) cultural notes on aspects of Latin American culture; and (4) grammatical notes. The second section contains units that present no new grammatical structures. The focus of this part of the book is technical language, that is, units designed to teach specialized vocabulary and usage. Also included are series of conversational units pertaining to the geography, culture, and dialects of different Latin American countries. (AMH)

ED 230 018 FL 013 133

*Yorozuya, Ryuichi*

Evaluation of Oral Fluency in English as a Foreign Language.

PUB DATE- Jan 82
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTIONS- Audiolingual Skills; Communicative Competence (Languages); *English (Second Language); *Language Fluency; *Language Tests; *Speech Communication

Fluency can be defined in terms of intelligibility and effectiveness. For learners of English as a foreign language, fluency includes some degree of accuracy in phonological, syntactic, and semantic terms. It is a quality of speech that is produced in novel situations where what is said and how it is said cannot be predicted. To clarify the factors involved in the concept of fluency and to specify the kind of proficiency testing that would evaluate learners' fluency, a series of experiments were carried out. Ten adult non-native speakers of English were asked to describe the action in a comic strip. They were rated in two ways: (1) native speaker's subjective evaluation of the non-natives' fluency, and (2) non-native speakers' rate of speech and hesitation phenomena. A second experiment attempted to clarify the meaning of the term "non-native pauses." A comparison was made of descriptions of the same comic strip that were made by ten native speakers of English with the descriptions made by the non-native speakers. Non-native speakers were found to have more and longer hesitation pauses than native speakers. Also, the distribution was different. With regard to proficiency testing, the study points to the need for a workable alternative to ratings based on native speakers' intuition. (AMH)

ED 230 019 FL 013 616

*Piper, Terry*
Solving the English Phonological Puzzle.
PUB DATE- 82
AVAILABLE FROM- Association of B.C. Teachers of English as an Additional Language, BCTF, 2235 Burrard St., Vancouver, British Columbia, V6I 3H9, Canada ($4.50 for nonmembers).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Articulation (Speech); Child Language; *English (Second Language); Kindergarten Children; Language Research; Phonetic Analysis; *Phonology; Primary Education; *Pronunciation; *Second Language Learning

A research project was undertaken to investigate the acquisition of the English sound system by kindergarten children of various first language backgrounds. Sixteen children were selected from three kindergartens in Prince Rupert, British Columbia according to the following criteria: (1) no English was spoken by parents; (2) the child scored 3 or less on the "Bilingual Syntax Measure"; and (3) the child was willing to talk to investigators. The focus of the study was on first language interference, phonological errors that might be common to all learners, commonality with native speakers of misarticulation of consonant sounds, and commonality of phonetic processes between native speakers and children learning English as a second language. The children were tape recorded once every two weeks during the school year. Preliminary analysis of the data suggests that there may be a common developmental sequence in the acquisition of the English sound system consisting of a period of imitation, a period of deviation during which the child makes systematic errors, and a long period of resolution. With regard to the four issues focused on in this study, the preliminary analysis finds little support for the claim of language interference. It does find consistent misarticulations and commonality of these with native speakers' misarticulations. Only one phonological process, that of simplification, was found to be systematic and common to several of the subjects. (AMH)

ED 230 020 FL 013 617

*Esling, John H.*
Suggestions for Confronting Pronunciation in ESL.
**Teachers of English as an Additional Language, Vancouver (British Columbia).**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Articulation (Speech); Classroom Techniques; *English (Second Language); *Language Styles; *Pronunciation Instruction; Second Language Instruction; Speech Communication
IDENTIFIERS- *Accents

A person or a group's accent includes not only vowel and consonant articulations, but also a predictable pattern of rhythmic stress placement and tonal or pitch contours, and a combination of configurational features that constitute voice quality setting. English as a second language (ESL) teachers should make their students aware of the habitual voice quality settings in their own language as well as in English. One could use the terminology of an articulatory phonetic model that is proposed in the literature in connection with descriptions of articulatory phonetics in other languages and in English. Using these as well as student demonstrations, the teacher can enable students to identify voice quality features by auditory as well as visual recognition. Techniques for building awareness of voice quality in pronunciation can be built into lessons. Students might prepare phrases in their native language and other students can then describe what they observe about the position of lip, jaw, and tongue, and about nasality and phonation type. These procedures are recommended for teaching ESL pronunciation and for enabling students to become aware not only of the teacher's voice quality setting but also of the voice quality setting of other speakers of English in contexts outside the classroom. (AMH)

# DOCUMENT RESUME

ED 230 021 FL 013 544

*Bayuk, Milla*
Socio-Cultural Environments and Suggestopedia.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Communism; Educational Innovation; Hypnosis; *Psychological Patterns; *Relaxation Training; *Second Language Instruction; Sensory Experience; Socialism; *Sociocultural Patterns; Student Attitudes; *Teaching Methods; Western Civilization
IDENTIFIERS- *Intuition; *Suggestopedia

The suggestopedic model of accelerated learning as developed by Lozanov is referred to by him as a set of attitudes inherent to sociocultural behavior common to the Soviet Bloc countries. The theoretical base accounts for a built-in obedience reflex, acceptance of authority, lack of competitiveness, promotion of collective growth, and a noncritical attitude. This discussion catalogs the varieties of suggestopedia used in Soviet Bloc countries and examines the theoretical basis. This theoretical base and its relevance to the socialist environment are contrasted with the sociocultural environments prevalent in the Western Bloc countries. Generally, it could be said that Lozanov's perception of the collective growth of the class and of the individual's total acceptance of the teacher's authority and methodology do not fit with Western educational philosophy. Another type of accelerated learning examined is hypnosis and inducement of altered states of consciousness. While a heterosuggestive approach can be beneficial to the individual, fear of its use may limit its applicability to Western situations. A third way to accelerated learning is inducement of alpha state of consciousness to foster intuitive learning through the use of relaxation exercises and appropriate musical selections. It is claimed that a selective use of suggestopedic practices can be accepted in the West. (AMH)

ED 230 022 FL 013 645

*Williams, Dick L.*
Using the Discussion Group Technique in the ESL Conversation Class.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Class Activities; *Classroom Techniques; *Conversational Language Courses; *English (Second Language); *Group Discussion; Higher Education; *Second Language Instruction; Small Group Instruction; Teaching Methods

The procedures outlined in this paper have been used in English as a second language (ESL) conversation classes at the University of Guam. The technique is based on the training-group model used in sensitivity training and the "buzz group" technique taught in communications courses. The procedure is found useful because it provides an economic use of classroom speaking time, it can be adapted to a variety of purposes, and it is easily adapted to use with students at any level of language development. With the teacher as facilitator and the climate permissive, the students are enabled to engage in solving the "problem." The process as it has been adapted involves the following steps: (1) presentation of necessary vocabulary, (2) review and/or presentation of grammatical structures likely to be needed, (3) presentation of the problem to be solved, (4) formation of the groups, (5) reaching of consensus through discussion, (6) presentation of results, and (7) final summary given by the teacher. Nine discussion group topics are outlined along with a listing of necessary vocabulary and other data. (AMH)

ED 230 023 FL 013 653

*Greis, Naguib*

A Survey: College Credit and Other Related ESL Issues.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Admission Criteria; College Credits; *College Second Language Programs; *Degree Requirements; *English (Second Language); Faculty Promotion; Higher Education; *Questionnaires; *Tenure

Questions have been raised about the status of English as a second language (ESL) in colleges and universities, especially with regard to ESL credit, admission of ESL students, and tenure for ESL instructors. These questions prompted Portland State University (Oregon) to send a questionnaire dealing with the topic to the directors of 174 programs associated with institutions of higher education. In addition to asking for current information on the three issues, the questionnaire also asked for recommended changes regarding credit, and the parallel with foreign languages. Responses were received from 128 directors. They reveal the diversity in patterns of admission, credit/noncredit bearing offerings, and the lack of a consistent policy among and within many institutions. In spite of the diversity, respondents' recommendations reveal a significant degree of agreement in the area of credit and changes in credit policy. More schools favor giving credit for ESL than not giving credit. There is no clear agreement regarding the notion of a parallel between ESL and foreign languages. Fifty-three respondents reported that the status of ESL instructors is not the same as that of the regular faculty. The questionnaire and tabulation of results are appended. (AMH)

ED 230 024 FL 013 654

*Richard, Pierre*
English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project.
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adults; *Class Activities; *Communicative Competence (Languages); *Conversational Language Courses; *Course Descriptions; Cultural Interrelationships; *English for Special Purposes; French; Learning Activities; Second Language Instruction; *Sociocultural Patterns
IDENTIFIERS- *French Canadians

A large number of middle aged and retired French-speaking Canadians spend time in Florida during the winter months. While most of them have some knowledge of English, they have a need for communicative competence in English in some business and social situations. This ESP (English for Specific Purposes) syllabus development project attempts to answer these needs by making use of and putting into practice recent thinking in syllabus design, methodology, and second language learning for a special purpose. After the introductory chapters describing the population needs and the theoretical bases, three chapters develop the syllabus itself and provide suggested learning activities. First, 23 principles are discussed. These treat aspects of the model related to language, culture, communicative activity, and general language education. The fourth chapter provides the actual course description that is developed from the 23 principles. It treats technical aspects, class and homework learning activities, and specifications on the language content. Finally, four teaching/learning activities are presented. The presentation includes all the worksheets and other materials needed for the activities. (AMH)

ED 230 025 FL 013 655

*Ingram, D. E.*
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
**Brisban Coll. of Advanced Education (Australia).**
SPONS. AGENCY- Australian Dept. of Immigration and Ethnic Affairs, Canberra.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- English (Second Language); French; Italian; Japanese; *Language Skills; *Language Tests; Listening Skills; *Rating Scales; Reading Skills; *Second Language Learning; Speech Skills; Test Interpretation; *Test Reliability; *Test Validity; Writing Skills
IDENTIFIERS- *Australian Second Language Proficiency Ratings

Results of testing the validity and reliability of the Australian second language proficiency ratings (ASLPR) are presented. In addition to providing a framework for planning English as a second language programs for immigrants to Australia, the ASLPR was developed to specify second language proficiency in terms of practical language skills. The ASLPR consists of speaking, listening, writing, and reading subscales, and each subscale describes language performance along a nine-point continuum. A learner is rated by matching language behavior with the definition that best describes that behavior, and the outcome is a profile where each skill is rated separately. Three aspects of validity (face, content, construct) were examined by matching the scale descriptions with the observed behavior of learners at the different proficiency levels, and by comparing results on the ASLPR with results on other established tests. The reliability of the scale was examined by assessing the extent to which teachers could interpret the scale and rate learners in the same way as did the researchers who developed it. A measure of both inter-and intra-rater reliability was also obtained. It is concluded that the scale has both high levels of validity and reliability. Future use of the scale by nonprofessionals, through self-ratings and overseas trials, and with other languages is discussed. Appended materials include: validity/reliability results, ASLPR writing exercises, learner ratings, notes for running trials, teacher response and information sheets for Australia and China, and versions of the ASLPR for English in and for Australia, and for Italian, French, and Japanese as foreign languages. (SW)

ED 230 026 FL 013 658

Exemplary Programs for Adults. A Resource of Exemplary Adult Education Programs Selected by the DNAE Advisory Panel.

**Foundation for Educational Administration, Burlingame, Calif.**

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Adult and Community Education.

PUB DATE- 83

AVAILABLE FROM- California State Dept. of Education, 21 Capitol Mall, State Education Bldg., Sacramento, CA 95814.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTIONS- *Adult Education; *Educational Resources; *English (Second Language); High School Equivalency Programs; Inservice Teacher Education; Literacy Education; *Program Descriptions; Workshops

This resource booklet describes 33 programs sponsored by the California-based Dissemination Network for Adult Educators (DNAE). The programs are arranged under the following headings: (1) Adult Basic Education (ABE), (2) Assessment, (3) Competency-Based Education (CBE), (4) English as a Second Language (ESL), and (5) Vocational English as a Second Language (VESL). Each of the programs is described according to the following format: project title, target audience, program description, history of the project, implementation requirements, workshop participants and time required, facilitators, and developmental funding source. (AMH)

ED 230 027 FL 013 659

*Ruffin, Patrick S. J.*
Preposition-Usage from a Notional Perspective.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *English (Second Language); *Function Words; Higher Education; *Language Patterns; Second Language Instruction; Semantics; Sentence Structure; Syntax
IDENTIFIERS- *Prepositions

Prepositions are usually presented as prepositions of time or place, and prepositions associated with certain verbs and adjectives. However, this type of presentation overlooks the bases for preposition usage and in turn fails to convey those bases to learners. An alternative approach to the analysis of prepositions from a notional perspective is offered based on the following circumstances of preposition usage: (1) an utterance/sentence-level notion; (2) a notion underlying the expression of two separate but related utterances/sentences, which is brought to the surface upon their combination; (3) a rhetorical or lexical-rhetorical notion (or, in some cases, linguistic function) of a modified clause; (4) a rhetorical or lexical-rhetorical notion through the process of analogy with circumstance three; and (5) a rhetorical notion in conjunction with the process of paraphrasing. Each of these circumstances is analyzed and illustrated by numerous examples. It is advocated that teachers use the analyses and examples when explanations are necessary or when they are solicited by learners. In these cases, explanations can eradicate learners' impressions that preposition usage is illogical and help learners to acquire facility more easily in usage. (AMH)

ED 230 028 FL 013 660

*Lueers, Nancy M.; And Others*

How Older Dogs Learn: Adults and Language Learning.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adult Learning; Adults; Developmental Stages; Individual Differences; *Learning Processes; *Lifelong Learning; *Second Language Learning; Teacher Role; *Teaching Methods

This review of research considers both the similarities and differences between adult learners and learners who are children, and applies the findings to second language instruction. First, similarities between children and adults have to do with involving as many senses as possible in learning, allowing for emotional involvement of learners, utilizing verbal and pictorial information, and adapting teaching to different learning styles. However, as learners develop from childhood to adulthood, qualitative differences appear, requiring qualitatively different teaching techniques. Some of these differences are the following: (1) increasing individual differences in learning and goal objectives; (2) increasing specificity of motivational resources and allocation of those resources to tasks that are perceived to be useful to the individual; (3) cognitive differences due to large stores of knowledge and experience and increasing complexity of mental schemata, and a slowing of mental tempo; (4) a change in the nature of the instructor-learner relationship, with the instructor becoming a facilitator of learning; and (5) the importance of non-cognitive factors, such as anxiety. Each of these adult characteristics requires some adjustment in the language class with regard to method, classroom techniques, and course content. (AMH)

ED 230 029 FL 013 661

*Bartelo, Dennise M.*
Bridging the Gap to Literacy: Functional Writing Instruction for ESOL Students.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adults; Basic Skills; *English (Second Language); *Functional Literacy; Language Skills; Learning Activities; *Lesson Plans; Second Language Instruction; *Writing Instruction

Adult students of English as a second language (ESL) need to learn how to express in writing what they know how to say. An introductory lesson plan is presented which has helped students put their words into writing. A unit on communicating personal information is developed from the first class meeting's introductions of name, address, occupation, etc. The objectives of the lesson are to review basic capitalization rules and to write sentences expressing name, address, and employment..The parts of the lesson include: (1) the introduction in which students are asked to name an important event of their lives; (2) content focus on rules of capitalization drawn from the information the students have supplied; (3) the first draft which includes personal information and is taken partly from sentence strips provided by the teacher; (4) a process conference during which each student reviews his or her writing and reviews capitalization rules; (5) rewriting information in a format that might be useful in their daily lives; and (6) an evaluation conference for students to share their functional writing samples. Two worksheets are attached as guides for the functional writing activity and as a reinforcement game. (AMH)

ED 230 030 FL 013 662

*Goldberg, Rita*
Must Hard Times in Higher Education Affect Study Abroad Programs?
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Second Language Programs; Economic Factors; Enrollment Influences; Higher Education; *International Programs; Modern Language Curriculum; Political Influences; *Study Abroad

Three major concerns affect higher education in the United States: the decline in student population with some curtailment of programs, high inflation rates with constantly rising tuition, and political pressures on public colleges and universities. These factors affect study abroad programs in several ways. Public institutions may experience less decrease in enrollment; they should therefore increase their overseas offerings and show that such programs do not cost more than home campus programs. Private institutions need not curtail programs; they can change them to attract more students. Also, some consolidation of programs can take place to avoid unnecessary duplication. In addition to these considerations, colleges and universities might capitalize on the growing awareness of the need for U.S. citizens to be prepared for growing international interdependence. They could design study abroad programs to meet evolving student needs and interests, make provisions for students in programs other than foreign languages, and then seek ways to administer language proficiency examinations which will bring with them some foreign language certification. In addition to these internal factors, some external factors affect study abroad programs such as the rise and fall of the dollar, inflation, and unstable political conditions in some countries. (AMH)

ED 230 031 FL 013 663

*Horwitz, Elaine K.*
Reassessing Foreign Language Aptitude: Communicative Competence and Second Language Acquisition.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Communicative Competence (Languages); *Concept Formation; Creative Thinking; *Interpersonal Competence; *Language Processing; Learning Processes; *Linguistic Competence; Secondary Education; *Second Language Learning

This study explored the relationship between conceptual level, a social cognitive variable, and second language communicative competence. The subjects were female secondary school students in five second-year French classes. The research hypotheses stated that conceptual level was related to the development of communicative competence while foreign language aptitude was related to linguistic competence. Conceptual level was found to be related to both communicative and linguistic competence as was foreign language aptitude. However, foreign language aptitude was not found to be related to linguistic competence when conceptual level was statistically controlled. Conceptual level, on the other hand, was found to be related to communicative competence when foreign language aptitude was statistically controlled. Commonality analysis indicated that most of the variance was due to the joint contribution of conceptual level and the grammatical sensitivity subtest of the MLAT. However, conceptual level uniquely contributes one third of the variance when communicative competence is the criterion. There is preliminary evidence to suggest that the cognitive abilities associated with conceptual level contributed to the development of linguistic competence, while the interpersonal factors contributed to the development of communicative competence. (Author/AMH)

ED 230 032 FL 013 665

*Gross, Susan*
Variables Affecting the Performance of ESOL/Bilingual Students in Non-ESOL Classes.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Education Programs; Educational Research; Elementary Secondary Education; *English (Second Language); Language Proficiency; *Limited English Speaking; *Program Evaluation; Teacher Attitudes; Testing
IDENTIFIERS- *Maryland (Montgomery County)

The Montgomery County (Maryland) Public School system is currently in its second year of a multiyear evaluation of the ESOL/bilingual program. The focus of the first year's effort was an analysis of test results and teacher evaluations of the overall classroom performance of over 3,000 students receiving ESOL/bilingual services. Findings were as follows: (1) Student performance in English as measured by the Language Assessment Scale (LAS), published by Linguametrics Group, correlated well with student performance on a Montgomery County developed instrument, the Minimum English Competency (MEC) Test. Correlations of .7 or better were observed for comparable subtests and total scores. (2) For 1,400 students tested in fall and spring of the same school year, statistically significant gains were observed for LAS and MEC results at all grade levels. (3) When teacher evaluations of students' classroom performance were compared to test scores for Asian and Hispanic students, it was found that Asian students were evaluated higher than their Hispanic peers by their teachers, even though the Hispanic students demonstrated as much or more language proficiency on the LAS and MEC. (Author)

ED 230 033 FL 013 694

*Parkin, Michael*

The Relevance of Interlanguage and Pidginization to French Immersion Schooling. Research Report 81-07.

**Ottawa Board of Education (Ontario). Research Centre.**

PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Communicative Competence (Languages); Elementary Education; *Error Analysis (Language); Fles; French; *Immersion Programs; *Interlanguage; Language Research; Language Usage; *Learning Processes; *Pidgins; *Second Language Learning; Speech Communication

Research on the language development of children in immersion programs has uncovered a certain amount of data. Immersion students have less well developed productive skills than their francophone peers and passive receptive skills which approach those of francophones. Error analysis studies have found that immersion students reach a plateau in their language usage and that some errors are systematically repeated by individuals and by different learners in different settings. Interlanguage research has called attention to the "fossilization" phenomenon and suggested that feedback is a key factor. In immersion programs, once students acquire enough language for communication, the teacher may not correct language errors, thus providing positive feedback for both language and answer. In line with the pidginization hypothesis, it has been noted that immersion students develop a simplified language system which allows them to communicate with teacher and friends. Gradually, they begin to model their speech more on their classmates' speech than on their teacher's. According to the research implications, there will be little development as long as the acquired language meets communication needs. To remedy the situation, classroom strategies might be modified to include emphasis on correct linguistic forms, and steps might be taken to increase students' exposure to the target language. (AMH)

*Bassano, Sharron Kay*
Unfamiliar Instructional Practice and Its Relationship to Student Emotional Distress in the ESL Classroom.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Learning; Affective Behavior; *Classroom Techniques; *Cognitive Style; Educational Objectives; *Emotional Response; *English (Second Language); Higher Education; *Immigrants; Learning Processes; Limited English Speaking; Second Language Learning; *Student Attitudes

It is generally recognized that students' feelings about learning affect their ability to learn. One of the three strongest influencing factors on second-language learning is classroom anxiety. This paper focuses on student emotional distress in the English as a second language (ESL) classroom, and suggests that one of the primary causes of this distress is unfamiliar instructional practice encountered in the United States. To explore student in-class emotional negativity and its relationship to instructional factors, a survey was conducted with 72 adult learners of ESL and their 15 instructors. They were asked to respond to 42 items related to: (1) language skill development priorities, (2) learning/teaching activities, (3) classroom protocol, and (4) classroom environment. Thirty-two percent of the students rated themselves as unhappy with their classes in the United States. The data tended to support the hypothesis that those students who experience the most anxiety, confusion, distress, frustration, are also the students whose expectations and objectives are the most disparate from those of the instructors. Pedagogical implications and suggestions for resolution of the problem are given. (Author)

ED 230 035 FL 013 696

*Vetter, Enid B.*
TPR-Plus.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Achievement; Bilingual Instructional Materials; *Classroom Communication; Cognitive Development; *Communicative Competence (Languages); Elementary Secondary Education; *English (Second Language); *Limited English Speaking; *Second Language Instruction; Student Needs; Teacher Role; *Teaching Methods
IDENTIFIERS- *Total Physical Response

In recent years progress has been made in facilitating the acquisition of interpersonal English language skills through the use of new approaches such as the Total Physical Response (TPR) method, which is based on the premise that second language learning involves the same stages as those evidenced in first language acquisition. TPR-Plus, an expanded version of the TPR approach, applies TPR not only to acquisition of interpersonal communication, but also to the more formal English of classroom instruction. Based on the abilities and needs of limited English proficiency (LEP) students, the lessons are related to curriculum areas, with the focus on the communicative functions students need in order to succeed in a classroom. With regard to instructional materials, the teacher would diagnose students' linguistic and academic needs and then adapt materials to their needs and purposes. Whatever material is used or adapted, the basic criterion for including academic and/or linguistic content is its usability; that is, the students must be able to use the selected vocabulary and structures many times throughout the day. As the course progresses, the teacher becomes a facilitator of learning, presenting content in a manner compatible with the students' ability and readiness to acquire it. (AMH)

ED 230 036 FL 013 697

*Johnson, Roger, Jr., Ed.; Vasselus, Kathryn S., Ed.*
Retention and Dropout in Beginning College Language Courses.
PUB DATE- 82

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Second Language Programs; Dropout Rate; *Enrollment Trends; Higher Education; *Language Enrollment; *Student Attrition; Surveys

Four aspects of the problem of retention of students in foreign language programs are discussed. (1) "Retention and Dropout: The National Situation," by K. E. Muller, describes a survey of retention rates in a sample of colleges and universities; (2) "Retention and Dropout: Some Remarks on One Department's Experience," by F. Valette, reflects on the experience at Northern Illinois University where the dropout rate has remained at an acceptable level, and focuses on the question of language requirements; (3) "Retention and TAMBSPI at Ohio State," by G. Irvin and L. Twarog, describes and analyzes retention and dropout in six foreign languages at Ohio State, with a special focus on their individualized instruction program; and (4) "Effects of the Dartmouth Intensive Language Model," by O. Johnston, discusses the intensive German program at the University of Florida and analyzes reasons for student retention in it. (AMH)

# DOCUMENT RESUME

ED 230 037 FL 013 699

*Smith, Vicki L.*
Vocabulary Building for University-Bound ESL Students.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Class Activities; Communicative Competence (Languages); *English (Second Language); Higher Education; Lesson Plans; *Second Language Instruction; *Vocabulary Development

A great deal has been written in the English as a second language (ESL) literature on what vocabulary building entails and on how vocabulary should be taught. There is, however, little consensus on methodology and there are few good vocabulary texts. In order to develop a procedure for vocabulary building in ESL, some recent articles on vocabulary are reviewed. These articles include studies on first language acquisition, second language learning, semantic relationships between lexical items, and the effectiveness of inductive versus deductive teaching methods. Three basic assumptions are accepted as important for direct vocabulary instruction and for facilitating vocabulary building. These assumptions are: (1) collocations, or associations, have to be taught; (2) knowing a word entails knowledge of the network of associations between that word and other words in the language; and (3) knowing a word means knowing the semantic value of the word. Two vocabulary exercises are presented to illustrate the theory and method derived from the review of the literature. Both are presented inductively; the first illustrates an exercise on semantic field relationship, and the second is on collocations. (AMH)

ED 230 038 FL 013 701

*Chamot, Anna Uhl*
Implications of Structured Immersion for the ESL Elementary Curriculum.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Bilingual Education Programs; *Curriculum Development; Elementary Education; *English (Second Language); *Immersion Programs; *Language of Instruction; Language Proficiency; Second Language Instruction; *Transfer of Training

Structured immersion, or transfer instruction, is proposed as a bridging program between English as a second language or bilingual programs and the all-English medium classroom. The theoretical background underlying the transfer of knowledge and skills from a child's first language to English is reviewed. Based on the assumption that learners will acquire a second language if they receive comprehensible input in it, curriculum guidelines are suggested for teaching limited English proficient children the functional English they will need for different areas of the curriculum. A model for transfer instruction designed to help children transfer to English the concepts and skills they have acquired in their first language is described. Finally, applications of the transfer instruction curriculum model to content subjects and to the teaching of study skills and learning strategies are discussed, and suggestions for simplification of instructional materials are presented. (AMH)

ED 230 039 FL 013 702

*Hughey, Jane B.; Wormuth, Deanna R.*
Freeing the Language Learner: The How and Why of a More Powerful Vocabulary.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Adult Learning; *Class Activities; Context Clues; *English (Second Language); Experiential Learning; Higher Education; *Language Skills; *Learning Activities; *Second Language Instruction; *Vocabulary Development

College and university students in English as a second language classes need to acquire an active and fairly extensive vocabulary rather quickly. Methods of learning such as analysis and memorization of word lists, word building, and dictionary use can be combined with methods of gaining vocabulary by becoming familiar with it and using it in realistic contexts. This methodology includes strategies for learning words, learning about words, and learning sensitivity to words. The strategies are lined up with the four stages of language learning, namely, mechanical skill development, transfer of pattern, true communication, and creative language use. The strategies involve development of a personal learning style, an active approach to learning, and an outgoing approach to the target language. Teaching techniques help students to acquire these strategies and develop their inference skills. Generally, this means that students must have extensive contextual practice on all levels of language proficiency and use. A model curriculum is attached which uses these strategies and methods, and which presumes the adult students' experiential base. (AMH)

ED 230 040 FL 013 703

*Lebauer, Roni S.*

Using Lecture Transcripts in EAP Lecture Comprehension Courses.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Connected Discourse; Context Clues; English for Special Purposes; Higher Education; *Language Processing; Learning Activities; *Listening Comprehension; *Second Language Instruction; Teaching Methods
IDENTIFIERS- *English for Academic Purposes

Native speakers, when listening to lectures, sift through the information to choose what to listen to, make hypotheses about future discourse, synthesize preceding discourse, and add their own background knowledge. Nonnative speakers, in their native languages, follow the same procedures. When dealing with a foreign language, however, they are not as aware of the conventions and cues that allow one to evaluate information, make hypotheses, and add background knowledge. Non-native speakers need to be aware of their active role as listeners in the foreign language as well as in their native language. Lecture transcripts and cloze lecture transcripts can be used and analyzed to make students aware of the process of listening to lectures and to give students confidence in their ability to listen selectively, piecing the discourse together, without attending to every word. Five exercises are suggested for nonnative speakers based on the theories and analyses cited: transcripts analysis, lecture transcripts with blanks for words or ideas, and hypothesis-making using lecture transcripts in three lengths. (AMH)

ED 230 041 FL 013 704

*Pearson, Christine R.*
Cross-Cultural Perceptions of ESL Textbook Illustrations of the Human Figure.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cross Cultural Studies; Cultural Differences; *English (Second Language); Higher Education; *Illustrations; *Instructional Materials; Secondary Education; Student Attitudes; Teacher Attitudes

A study was designed to investigate English as a second language (ESL) teachers' and students' perceptions of the appeal and appropriateness of ESL textbook illustrations. In particular, the notion that response to the various stylistic representations of the human figure may, in part, be culture-bound was examined. Three basic questions were asked: (1) How do American ESL teachers and teacher trainees perceive ESL textbook illustrations of the human figure? (2) How do adult and college-bound ESL students perceive the same illustrations? (3) Are there significant differences in perception among the cultures or regional groups represented by the students and teachers? For this preliminary study, a booklet was prepared that contained six stylistically different representations of the human figure and a Likert scale opinionnaire for each sample illustration. Subjects tested were American ESL teachers and teacher trainees and Asian ESL students. Statistical analyses of the data showed significant differences in the response of the Americans and Asians for several of the six illustrative styles. (Author)

ED 230 042 FL 013 706

*Winitz, Harris, Ed.*
Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences. Volume 379.
**New York Academy of Sciences, N.Y.**
PUB DATE- 81
AVAILABLE FROM- The New York Academy of Sciences, Publications Department, 2 East 63rd St., New York, NY 10021 ($77.00, postage included, for either cloth or paper edition; ISBN-0-89766-147-8, cloth; ISBN-0-89766-148-6, paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- Bilingualism; *Language Acquisition; Language Research; *Language Universals; *Neurolinguistics; *Phonology; Pragmatics; *Second Language Learning; Semantics; Syntax; Teaching Methods

Papers are presented from a conference that dealt with the similarities and differences between first and second language learning, ways of assessing the relationships, methodological procedures, and implications for development of procedures for teaching language handicapped children. The papers are presented under the following headings: (1) "Differences and Similarities between First- and Second-Language Acquisition"; (2) "Neurophysiological Processes in Language Acquisition"; (3) "Phonology and Phonetics"; (4) "Syntax, Semantics, and Pragmatics--First Language"; (5) "Syntax, Semantics and Pragmatics--Second Language"; and (6) "Implications for Learning a Second Language." The articles were contributed by J. Alatis, S. Anderson, J. Asher, E. Bates, S. Belasco, R. Blake, L. Bloom, M. Bowerman, A. Bronstein, D. Bud, R. Burling, R. Cole, V. Cook, B. DeMarco, K. Diller, S. Ervin-Tripp, C. Ferguson, J. Gary, N. Gary, D. Ingram, M. Kinsbourne, W. Lambert, S. Leventer, P. Lightbrown, M. Long, M. Macken, B. MacWhinney, B. McLaughlin, L. Menn, J. Mooijman, K. Nelson, M. Patkowski, A. Ray, R. Rieber, H. Seliger, C. Snow, F. Stevens, M. Studdert-Kennedy, H. Whitaker, H. Winitz, H. Wode, and C. Yorio. (AMH)

ED 230 043 FL 013 708

*Kinsella, Valerie, Ed.*
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Language Teaching. Cambridge Language Teaching Surveys.
**British Council, London (England).; Centre for Information on Language Teaching and Research, London (England).**
REPORT NO.- ISBN-0-521-24887-6
PUB DATE- 82
AVAILABLE FROM- Cambridge University Press, 32 East 57th St., New York, NY 10022 (ISBN-0-521-24887-6, hardcover: $19.95; ISBN-0-521-27047-2, paperback: $8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Articulation (Speech); *Communicative Competence (Languages); Educational Media; *English (Second Language); Generative Grammar; Generative Phonology; *Language Universals; Notional Functional Syllabi; *Phonology; *Second Language Instruction; *Speech Acts

The articles in this volume are an overview of work in a number of subjects and disciplines which contribute to the field of applied linguistics and language teaching. Specifically, they treat universal properties common to all languages, the historical developments and central issues in speech act theory, speech research on the various stages of spoken communication, the study of phonology, foreign language syllabus development, English language teaching, and media technology. The titles and authors are as follows: (1) "Language Universals: A Survey of Recent Developments," by B. Comrie; (2) "Speech Act Theory: The State of the Art," by S. C. Levinson; (3) "Phonology," by R. Coates; (4) "Speech Research," by F. Nolan; (5) "Foreign-Language Syllabus Development: Some Recent Approaches," by A. M. Shaw; (6) "Recent Developments in ELT," by J. T. Roberts; and (7) "Some Applications of Media Technology to the Teaching and Learning of Languages," by B. Hill. (AMH)

ED 230 044 FL 013 711

*Nimbkar, Jai; Berntsen, Maxine*
Marathi Vocabulary Manual.
**American Inst. of Indian Studies, New Delhi.**
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
PUB DATE- 83
GRANT- G008002136
LANGUAGE- Marathi; English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Bilingual Instructional Materials; *Marathi; *Native Language Instruction; *Second Language Instruction; *Vocabulary Development
IDENTIFIERS- *India (Maharashtra)

This book is part of a set of elementary and intermediate Marathi teaching materials. It consists of three parts: a classified vocabulary, a Marathi-English vocabulary, and an English-Marathi vocabulary. The classified vocabulary presents lists of words the student needs in talking about the natural world and the material culture. The Marathi-English vocabulary contains a basic vocabulary of about 4,000 items and contains all the words used in the companion teaching materials as well as additional words required for intelligent everyday conversations. The English-Marathi vocabulary contains about 4,500 entries. (Author/AMH)

ED 230 045 FL 013 712

*Berntsen, Maxine; Nimbkar, Jai*
Marathi Illustrated Vocabulary.
**American Inst. of Indian Studies, New Delhi.**
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
PUB DATE- 83
GRANT- G008002136
LANGUAGE- Marathi; English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Cultural Education; Elementary Education; English; *Illustrations; *Marathi; *Native Language Instruction; Picture Books; *Second Language Instruction; *Vocabulary Development
IDENTIFIERS- *India (Maharashtra)

Part of a set of Marathi teaching materials, this book is designed to help the student learn vocabulary through the association of printed words and pictures. The book represents more than 400 basic vocabulary items in pictorial form. It includes sketches of the natural world, the human body, clothing, house and furnishings, town and village, work, tools, transport, and musical instruments. The sketches provide a glimpse into the culture of Maharashtra. The book would be useful to those learning Marathi as a second language, to those learning English as a second language, and to children learning Marathi as their native language. (Author/AMH)

ED 230 046 FL 013 713

*Berntsen, Maxine; Nimbkar, Jai*
Marathi Conversational Situations.
**American Inst. of Indian Studies, New Delhi.**
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
PUB DATE- 83
GRANT- G008002136
LANGUAGE- English; Marathi
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adults; *Conversational Language Courses; Cultural Background; *Dialogs (Language); *Marathi; *Second Language Instruction
IDENTIFIERS- *India (Maharashtra)

This volume is an elementary Marathi conversation text for adult learners of Marathi, both foreign and Indian. Designed to be used in conjunction with "Marathi Structural Patterns. Book One," the volume presents over 80 conversations that include material required in everyday situations. Each section contains basic and more difficult conversations. The topics covered are: getting acquainted, social life, language, getting around, shopping, college life, household routine, food, health, travel, local services, housekeeping, meeting farmers, and meeting officials. Each conversation is presented in Marathi and English. (AMH)

ED 230 047 FL 013 714

*Nimbkar, Jai; Berntsen, Maxine*
Marathi Readings.
**American Inst. of Indian Studies, New Delhi.**
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
PUB DATE- 83
GRANT- G008002136
LANGUAGE- Marathi; English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Adults; Bilingual Instructional Materials; Conversational Language Courses; *Cultural Background; Dialogs (Language); English; *Marathi; *Reading Materials; *Second Language Learning
IDENTIFIERS- *India (Maharashtra)

This reader is designed for adult learners of Marathi at the intermediate level. Many of the passages are in the form of conversations. They concern topics pertinent to Maharashtra culture and the everyday life of the people, such as recreational outings, professional life, marriage and the family, education, entertainment, weather and seasons, and topics of current interest. The selections are presented in two columns, one in Marathi and the other in English. (AMH)

ED 230 048 FL 013 715

*Berntsen, Maxine; Nimbkar, Jai*
Marathi Structural Patterns. Book One.
**American Inst. of Indian Studies, New Delhi.**
SPONS. AGENCY- Department of Education, Washington, D.C. Div. of International Education.
PUB DATE- 82

GRANT- G008002136
LANGUAGE- Marathi; English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Adults; Grammar; *Language Skills; *Marathi; *Second Language Instruction; *Sentence Structure; Vocabulary Development
IDENTIFIERS- *India (Maharashtra)
A basic introductory grammatical text of Marathi is presented. The book is divided into two parts. Part One deals with a few basic sentence constructions, and with subject pronouns, the etiquette of pronoun reference, possessives, noun plurals, adjective-noun agreement, and adverbs of place and time. Part Two is almost entirely devoted to verbal constructions. The format of the material is based on the premise that learning a language requires learning the basic patterns of sentences, along with the operations by which they are changed and combined. Accordingly, in this text, forms are introduced as whole units to be memorized; later they are analyzed and explained. Each lesson contains the basic sentences, vocabulary for the lesson, explanations, and exercises. (AMH)

ED 230 049 FL 013 717

*Leyman, Jean*
How Do You Feel? = Koj Puas Xis Nyob? English-Hmong Medical Handbook.
REPORT NO.- ISBN-0-9610684-0-X
PUB DATE- 83
AVAILABLE FROM- The Mulberry Tree, P.O. Box 169, Winchester, VA 22601 ($5.00 plus $1.50 postage).
LANGUAGE- English; Hmong
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- Adults; *Diseases; *English for Special Purposes; Human Body; Immigrants; Limited English Speaking; *Medical Vocabulary; Refugees; *Speech Communication
IDENTIFIERS- *Hmong

This volume is intended to help speakers of the Hmong language express their health problems to English-speaking medical personnel and social workers, and to help those English speakers understand them. In addition to the introduction, the book contains chapters dealing with the following: (1) a discussion of the language itself, with examples; (2) useful phrases for carrying on any elementary conversation; (3) phrases for the medical interview; (4) phrases used in medical examinations; (5) phrases especially useful to women; (6) word lists arranged according to topic; and (7) English-Hmong anatomy diagrams. (AMH)

ED 230 050 FL 013 718

*Snyder, Barbara, Ed.*
Speak Out and Touch Someone. The OMLTA Yearbook, 1983.
**Ohio Modern Language Teachers Association, Columbus.**
PUB DATE- 83
AVAILABLE FROM- The Ohio Modern Language Teachers Association, 6764 Reid Drive, Parma Heights, OH 44130 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTIONS- Achievement Tests; Autoinstructional Aids; Communicative Competence (Languages); Computer Assisted Instruction; *French; Literature; Notional Functional Syllabi; Reading Instruction; Secondary Education; *Second Language Instruction; *Spanish; Weekend Programs; Writing (Composition)

A number of topics of interest to secondary school foreign language teachers are discussed in this issue. The following articles are included: (1) "Teaching and Learning a Foreign Language via Tele(Video)phone: A Futuristic Mini-Computer Design," by G. Harewood; (2) "Meeting Students' Communication Needs," by B. Marckel and "Functional/Notional Examples in Spanish," by C. L. McKay; (3) "Choosing Foreign Language Literature in the High School: A Checklist," by J. M. Purcell; (4) "Advanced Spanish Language Classes--the Semester Approach," by R. Novotny; (5) "A Successful French Weekend Camp," by J. A. Baughin; (6) "Controlled Composition or Composition out of Control? Using the Dictionary Effectively," by E. S. Rogers and R. N. Phillips; and (7) "Creative Achievement Tests in the Foreign Language Classroom," by B. Snyder and J. Olsen. (AMH)

ED 230 051 FL 013 719

*Harewood, Glenn*

Teaching and Learning a Foreign Language via Tele(Video)phone: A Futuristic Mini-Computer Design.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 718.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Autoinstructional Aids; *Computer Assisted Instruction; Individualized Instruction; *Second Language Instruction; *Telephone Communications Systems; *Telephone Instruction

A futuristic design for foreign language learning is suggested using a video telephone, that is, a telephone with video and computer components included. Some introductory information is provided on ways the computer is being used today to organize and transmit information, and on models of individualized instruction which can be adapted to a home computerized course in a foreign language. By incorporating elements from these models and from computer assisted instructional programs in existence, a design for teaching and learning a foreign language through a telecommunications system is worked out. The objectives of such a course, kinds of equipment needed, and various ways the program could be implemented are described. The example given is of a course that would accommodate 100 students per teacher in every 3-month period, with a maximum of 20 students in five half-hour teacher-student core teleconferences per day. The ordinary telephone network from the teacher's home or office and the student's home is utilized as the medium of communication. The design provides for group and individual meetings with the teacher and among the students, use of programmed instructional materials, competency tests, and practice and review sessions. (AMH)

ED 230 052 FL 013 720

*Marckel, Beverly; McKay, Carol L.*
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 718.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Class Activities; *Communicative Competence (Languages); Conversational Language Courses; *French; Grammar; *Notional Functional Syllabi; Role Playing; Secondary Education; *Second Language Instruction; *Spanish; Speech Communication; Teaching Methods; Vocabulary

An approach to foreign language instruction was worked out to meet the needs of high school students who were preparing to participate in an international exchange program with French students. The approach uses a combination of the notional-functional syllabus and the regular grammar and vocabulary lessons. Examples in French are provided suggesting ways in which grammatical structures and vocabulary can be practiced by using role play, simulations, attempts to express an idea in many different ways, and picture talk. The examples are listed according to functional and grammar concepts. In the second part of the article, examples are provided in Spanish for practicing structure and vocabulary according to function, and for role playing and expressing an idea in many ways. (AMH)

ED 230 053 FL 013 721

*Purcell, John M.*
Choosing Foreign Language Literature in the High School: A Checklist.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 718.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Check Lists; Instructional Materials; *Literature; *Reading Material Selection; Secondary Education; *Second Language Instruction; Supplementary Reading Materials

The checklist described here was developed for use by secondary school foreign language teachers as an aid in choosing appropriate literature for the program. It is designed primarily for prose literature and contains the following categories: objectives, reading level, interest, controversy, text, time available, and cultural content. Each of these categories is explained in detail and the checklist itself is presented. Considerations a teacher might keep in mind with regard to a particular work are then discussed. These are: (1) consideration of the reading stages or levels which secondary students might be expected to reach; (2) determination of the readability of the literary work under consideration according to the "Lix" readability scale; (3) a determination of the interest the selection might hold; (4) consideration of the content in terms of any controversy it might engender; (5) selection of the text, that is, whether the appropriate text would be unedited, edited with vocabulary and footnotes, excerpts, abridgements, or an adaptation; (6) the amount of class time to be spent on the text; and (7) cultural content. A brief note on choosing and presenting poetry concludes the discussion. (AMH)

# DOCUMENT RESUME

ED 230 054 FL 013 722

*Novotny, Robert*
Advanced Spanish Language Classes--The Semester Approach.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 718.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advanced Courses; *Course Descriptions; *Cultural Education; Secondary Education; Second Language Instruction; Semester System; *Spanish

The four courses described were worked out as an alternative to the regular third and fourth year intermediate high school Spanish classes. The approach that was formulated is an attempt to meet the needs of students who are interested in continuing foreign language study on a more limited scale, with particular emphasis on culture. The courses are offered on a semester basis and are independent of each other. The courses deal with the following interests: (1) conversation and composition, (2) the history and culture of Latin America, (3) a survey course on the basic history of Spain from its beginnings to the present, and (4) the cultural aspects of Hispanic life with a major emphasis on art. It is noted that the courses continue to have a strong enrollment and that they benefit both average and above-average students. (AMH)

ED 230 055 FL 013 723

*Baughin, Judith A.*
A Successful French Weekend Camp.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 718.
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cultural Activities; Educational Games; *Enrichment Activities; *French; *Immersion Programs; Native Speakers; Secondary Education; *Second Language Instruction; Teacher Role; *Weekend Programs

A weekend immersion French language camp was organized by Raymond Walters College of the University of Cincinnati with the cooperation of a group of interested high school French teachers. The extensive planning and the activities of the weekend are described in detail. The most important aspects of the planning process are noted. These were (1) selection of the site and the students; (2) the role of native French speaking aides, French language majors, and graduate students; and (3) seeing to all the details of the weekend's activities. The activities of the weekend as they are described begin with students' arrival after dinner on Friday evening and continue through lunch on Sunday. They included a get-acquainted game, singing, dancing, games in French, a scavenger hunt, outdoor activities and sports, slides and discussion, hobbies and crafts, folkdancing, skits, and a French carnival. Planning also required seeing to a French menu for main meals, snacks for Friday and Saturday evenings, a religious worship service in French on Saturday evening, and preparation of materials packets. This particular weekend experience was judged to be a useful vehicle for motivating language students and for providing them with the opportunity to function in a simulated cultural environment different from their own. The complete schedule of activities is attached. (AMH)

ED 230 056 FL 013 724

*Rogers, Elizabeth S.; Phillips, Robert N.*
Controlled Composition or Composition out of Control? Using the Dictionary Effectively.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 718.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Dictionaries; Higher Education; Idioms; *Language Usage; Learning Activities; *Second Language Instruction; *Spanish; Spelling; Syntax; Units of Study; Vocabulary; *Writing Instruction

One way to make it possible for students to write intelligible composition in a foreign language is to provide them with a knowledge and understanding of the bilingual dictionary at the beginning of the composition course. A unit on dictionary usage is presented that was designed for use with students in a third-year college Spanish composition course. The unit is based on four common "errors" that cause students' compositions to get out of control. These are: (1) misspellings, (2) vocabulary selection, (3) grammar/syntax miscues, and (4) complications caused by English expressions and idiomatic English usage. For each category, an explanation is given along with an example and a set of dictionary awareness exercises. In conclusion, a set of sentences students have written selecting wrong words from the dictionary is presented. These sentences illustrate all the types of errors that have been discussed. (Author/AMH)

ED 230 057 FL 013 725

Snyder, Barbara; Olsen, Jeanne
Creative Achievement Tests in the Foreign Language Classroom.
PUB DATE- 83
AVAILABLE FROM- Not available separately; see FL 013 718.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Achievement Tests; *Communicative Competence (Languages); *Creativity Tests; *Language Tests; Scoring; Secondary Education; *Second Language Instruction; *Teacher Made Tests; *Test Construction; Testing

Teaching students to use language creatively and for communication requires creative and communicative tests. Creative tests allow students to give divergent answers; communicative tests allow for both meaningful language usage and meaningful contexts. This discussion of creative, communicative tests has four parts: (1) a review of formats that have been recommended, (2) grading the tests, (3) preparing tests, and (4) examples of creative and communicative test items. Section one discusses use of the oral interview, cloze procedure, multiple-choice formats, true-false tests, and essay tests. With the exception of the oral test and the essay, these tests have their place for testing comprehension only. Two options for grading are recommended, namely, idea-based grading and quality-based grading. The latter rates expression of an idea and well-formed sentences on a scale. Considerations on preparing creative and communicative tests cover congruence between teacher and student expectations, rewriting tests that accompany the textbook, having specific directions and limited formats that guide students into giving answers that can be easily graded, and preparing tests using visuals. The examples given concern ways of improving basic question types, preparing personalized textbook questions, providing a realistic context, and using visuals. (AMH)

ED 230 058 FL 013 728

*Landau, Jacqueline; Laprade, Richard*
Coping Strategies: Preparing Foreign Graduate Students for Professional Academic Programs.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Administration Education; Classroom Communication; *Communication Skills; *English for Special Purposes; *Foreign Students; Graduate Students; Higher Education; Reading Skills; Student Participation; *Study Skills

Features of a special purpose English as a second language (ESL) course for foreign graduate students entering the Wharton School of Business at University of Pennsylvania are described. In response to the rigorous demands and competitive atmosphere at Wharton, the course has been designed to teach coping skills and strategies, particularly for the demanding case analyses courses. Departing from the traditionally supportive atmosphere of ESL courses, the course for foreign business graduate students will include a grading system and ratings of the quality of class participation, similar to those of the Wharton program as a whole. Among the coping strategies to be taught for case analyses courses are: be prepared, participate actively, take risks, be assertive, and avoid digressions. The communication skill development strategies are sociolinguistic awareness and vocabulary expansion. Reading strategies include previewing, critical reading and thinking, significant fact identification, memory, and prioritizing and time management. (RW)

ED 230 059 FL 013 731

*Andersen, Roger W., Ed.*
Pidginization and Creolization as Language Acquisition.
REPORT NO.- ISBN-0-88377-266-3
PUB DATE- 83
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($20.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Collected Works - Proceedings (021)
DESCRIPTIONS- *Creoles; Interlanguage; *Language Acquisition; Language Variation; Linguistic Borrowing; *Pidgins; Second Language Learning

Pidginization and creolization are addressed from a language acquisition perspective. The 18 collected papers are organized around four areas of inquiry: (1) simplification in input to pidginization and second language acquisition, (2) simplification in interlanguage, (3) creolization and language acquisition, and (4) decreolization and language acquisition. Each section includes an introduction, a position paper dealing with the theme of the section, and papers that respond to or further develop the content of the position paper. Among the specific topics discussed are simplified input, dying languages, immigrant languages, and strategies of second language acquisition. (RW)

*Bailey, Kathleen M., Ed.; And Others*
Second Language Acquisition Studies. Series on Issues in Second Language Research.
REPORT NO.- ISBN-0-88377-259-0
PUB DATE- 83
AVAILABLE FROM- Newbury House Publishers, Inc., Rowley, MA 01969 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Age Differences; English (Second Language); Immersion Programs; *Interlanguage; Language Research; Learning Processes; *Second Language Learning; Spanish
IDENTIFIERS- Language Attrition

This collection of 16 papers covers theoretical issues and research on interlanguage development and second language acquisition variables. Among the specific topics addressed are: morpheme group interactions, acquisition of complex sentences in English as a second language, uniformity in interlanguage development, Spanish-English basilang, acquisition and forgetting of Hindi-Urdu negation by English speaking children, contact-induced language change, immersion program results, age differences in second language acquisition, the role of the right hemisphere in second language acquisition, self-esteem and the acquisition of French, and cloze procedures in relation to long term vocabulary retention. (RW)

ED 230 061 FL 013 740

English Teaching Profile (Provisional): Germany.
**British Council, London (England). English Language and Literature Div.**
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; Language Role; Language Teachers; Language Usage; *Second Language Instruction; Second Language Programs
IDENTIFIERS- *West Germany

The role and status of English instruction in West Germany is outlined. The regions of West Berlin, Hesse, and North Rhine-Westphalia are highlighted. The role of English and English instruction in the country as a whole, English instruction in the educational system, the demand for and qualifications of English teachers, textbook selection and use, English in the mass media, and British and American support for English instruction in Germany are reported. Overall, English is widely taught in the school system and standards are high. (RW)

ED 230 062 FL 013 741

English Teaching Profile: Greece.
**British Council, London (England). English Language and Literature Div.**
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; Language Role; Language Teachers; Language Usage; *Second Language Instruction
IDENTIFIERS- *Greece

The role and status of English instruction in Greece is outlined. The role of English and English language instruction in the country as a whole, English instruction within the educational system, availability and training of English teachers, textbook selection and use, educational administration of English teaching, English instruction development and planning, English instruction outside the educational system, British and American support for English instruction in Greece, commercial opportunities for British involvement in English instruction, and the status of English research are reported. English is taught in secondary schools, universities, and private commercial language schools, and its popularity as a second language in Greece is increasing. (RW)

ED 230 063 FL 013 742

English Language Teaching Profile: Iraq.
**British Council, London (England). English Language and Literature Div.**

PUB DATE- Dec 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; Language of Instruction;

Language Role; Language Teachers; *Second Language Instruction
IDENTIFIERS- *Iraq

The role and status of English instruction in Iraq is outlined. The role of English in Iraq as a whole, English instruction within the educational system, teacher qualifications, instructional materials, English instruction outside the educational system, British and American support for English instruction in Iraq, and the status of English literature are reported. English is taught as a second language from fifth grade through secondary school and is the language of instruction in technical subjects at the university level. The major weaknesses of English instruction in Iraq are the poor training of primary level teachers and the limited availability of British and American publications. (RW)

ED 230 064 FL 013 743

English Teaching Profile: Italy.

**British Council, London (England). English Language and Literature Div.**

PUB DATE- Feb 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; Language Role; Language Teachers; Language Usage; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Italy

The role and status of English instruction in Italy is outlined. The role of English in Italy as a whole, English instruction within the educational system, the availability and training of language teachers, textbook selection and use, English outside the educational system, current research, American and British support for English instruction, and British involvement in teaching and training are reported. Overall, English is the principal foreign language taught and used in Italy and the demand for English has grown steadily. (RW)

ED 230 065 FL 013 744

English Language Teaching Profile: Kenya.

**British Council, London (England). English Language and Literature Div.**

PUB DATE- Apr 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Bilingualism; Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; Language of Instruction; Language Planning; Language Role; Language Teachers; Language Usage; Official Languages; *Second Language Instruction
IDENTIFIERS- *Kenya

The role and status of English instruction in Kenya is outlined. The Kenyan educational system, the role of English in Kenya as a whole, English instruction within the educational system, teacher supply and training, textbook availability and use, British and American support for English instruction in Kenya, and current research are described. English is the language of instruction at all levels of the Kenyan educational system, as well as the predominant language for reading and writing. The evolving development plans for Kenya fail to specify the future role of English in relation to the native languages. (RW)

ED 230 066 FL 013 745

English Teaching Profile: Korea.
**British Council, London (England). English Language and Literature Div.**
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Educational Policy; *English (Second Language); Foreign Countries; Instructional Materials; Language Role; Language Teachers; Language Usage; *Second Language Instruction
IDENTIFIERS- *Korea

The role and status of English instruction in Korea is outlined.

The role of English in Korea as a whole, English instruction within the educational system, language teacher training, textbook use, educational administration, educational development and planning, English instruction outside of the educational system, British and American support for English instruction, prospects for the sale of English instructional materials in Korea, interest in English language creative writing and publications, and current research are reported. Although English is the principal foreign language in Korea, the level of English communicative competence among Korean students is low. (RW)

ED 230 067 FL 013 746

English Teaching Profile: Malawi.
**British Council, London (England). English Language and Literature Div.**
PUB DATE- Nov 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *English (Second Language); Foreign Countries; Instructional Materials; Language of Instruction; Language Role; Language Teachers; Language Usage; Official Languages; *Second Language Instruction; Teacher Education
IDENTIFIERS- *Malawi

The role and status of English instruction in Malawi is outlined. The role of English in Malawi as a whole, English instruction within the educational system, language teacher supply and training, and British support for English instruction in Malawi are reported. English is taught as a subject in primary school and is the language of instruction in all secondary and tertiary education. English has a high status as one of the two official languages and is the principal language of government and the media. English language performance standards are high. (RW)

ED 230 068 FL 013 759

*Schwarte, Barbara S.*
The Acquisition of English Sentential Complementation by Adult Speakers of Finnish. Jyvaskyla Cross-Language Studies, No. 8.
**Jyvaskyla Univ. (Finland). Dept. of English.**
REPORT NO.- ISBN-951-678-850-5
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adults; Cross Sectional Studies; *English (Second Language); *Finnish; Higher Education; Learning Processes; Longitudinal Studies; *Second Language Learning; *Sentence Structure

The acquisition of English sentential complementation by adult native speakers of Finnish was investigated. Forty-three Finnish university students were administered a written test consisting of production tasks, subcategorization and syntactic categories, and comprehension items. Cross sectional data were analyzed to determine whether an invariant learning sequence exists for the sentential complement structures. Students' use of these structures was also analyzed longitudinally over a 9-month period. Although the cross-sectional group data indicated the existence of a learning sequence, longitudinal analysis demonstrated that progression through this continuum varies between individuals. It is concluded that future research should place more emphasis on longitudinal data rather than accept cross-sectional findings as indicative of the existence of a set learning sequence over time. (RW)

ED 230 069 FL 013 766

*Krashen, Stephen D.; Terrell, Tracy D.*
The Natural Approach: Language Acquisition in the Classroom.
REPORT NO.- ISBN-0-88084-005-7
PUB DATE- 83
AVAILABLE FROM- The Alemany Press, P.O. Box 5265, San Francisco, CA 94101 ($11.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Techniques; Language Acquisition; Learning Activities; *Second Language Instruction; Second Language Learning; *Teaching Methods

IDENTIFIERS- *Natural Approach (Languages)

The theory and methods of the natural approach to language acquisition in the classroom are described. The natural approach is based on the theory that language acquisition occurs only when students receive comprehensible input. The emphasis is on reading and listening comprehension for beginning students. The seven chapters cover (1) language teaching approaches, (2) second language acquisition theory, (3) classroom implications of the theory, (4) how to begin using the natural approach, (5) oral communication development through acquisition activities, (6) additional sources of input for acquisition, and (7) testing and classroom management. Curriculum organization, classroom activities, management of classroom activities, the role of reading in the natural approach, homework, vocabulary, and error correction are also discussed. (RW)

ED 230 070 FL 013 767

*Coste, Daniel, Comp.*
Contributions to a Renewal of Language Learning and Teaching: Some Current Work in Europe.
**Council for Cultural Cooperation, Strasbourg (France).**
REPORT NO.- ISBN-92-871-0198-1
PUB DATE- 83
AVAILABLE FROM- Director of Education, Culture, and Sport of the Council of Europe, Council for Cultural Co-operation, 67006 Strasbourg, France ($22.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTIONS- *Curriculum Development; English (Second Language); Foreign Countries; *Material Development; *Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Europe

A collection of 14 papers covers aspects of second language instruction in European nations. Among the topics addressed are: (1) European curriculum, syllabus, and textbook construction projects; (2) the development of a beginning French curriculum for Greek adults; (3) a German course on English for the tourist trade; (4) an English as a foreign language course for foreign postgraduate students at a British university; (5) a multimedia English course for beginners; (6) needs-oriented language learning for adults in Sweden; (7) the interaction between evaluation and the development of instructional materials and methodologies; (8) the influence of continuous self-evaluation of oral skills on language learning methodology; (9) an application of the principle of autonomy to English instruction of senior citizens; (10) the development of instructional materials for migrant workers; (11) modern language learning objectives in the United Kingdom, and (12) curriculum development for English instruction in West Germany. (RW)

ED 230 071 FL 013 768

*Assadi, Reza*
Current Trends in Measuring American Undergraduates' Persian Language Proficiency.
**Western Michigan Univ., Kalamazoo.**
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 83
GRANT- G00821049
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Higher Education; *Language Proficiency; Language Tests; *Persian; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages

Persian language instructors at U.S. universities were surveyed regarding (1) their methods for measuring Persian language proficiency among American undergraduate students, (2) research verifying the validity and reliability of these methods, and (3) their definitions of Persian language proficiency. A 12-item questionnaire was completed by 17 Persian instructors. It was found that the respondents used diverse methods for assessing Persian language proficiency, that they have not conducted empirical research to verify these methods, and that they did not agree on a definition of Persian language proficiency. The respondents expressed willingness to conduct proficiency research and a need for additional learning materials. The questionnaire and a list of undergraduate Persian language programs in the United States are appended. (RW)

# DOCUMENT RESUME

ED 230 072 FL 013 769

*Hiple, David V.*
ACTFL Provisional Proficiency Guidelines.
**American Council on the Teaching of Foreign Languages, New York, N.Y.**
SPONS. AGENCY- Office of International Education (ED), Washington, DC.
PUB DATE- 82
GRANT- G008103203
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Educational Objectives; French; German; Higher Education; *Language Proficiency; Language Skills; *Language Tests; Second Language Learning; Spanish; Student Evaluation

This is a set of generic proficiency goals in reading, writing, speaking, listening, and culture developed for all languages and for French, German, and Spanish specifically. Both the common and specific goals are being field tested to determine their utility for college and university language instructors. In addition, a questionnaire has been distributed to elicit comments about the field testing. The majority of respondents reported that the four skill area statements comprised a coherent set of language proficiency guidelines. The culture guidelines, however, represent an attempt to break new ground in quantifying cultural skills acquisition. Future plans for the language proficiency project include a summer institute on proficiency for secondary language teachers, which will focus on oral proficiency interviewing and rating and the development of proficiency based curricula. The final report on the project, "A Design for Measuring and Communicating Foreign Language Proficiency," is appended. (RW)

*Garcia, Eugene E.*
Bilingual Education in Early Childhood: A 5-Year Follow-Up.
**Arizona State Univ., Tempe.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 82
GRANT- NIE-G-81-0105
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; *Bilingualism; *Child Language; Early Childhood Education; Elementary Education; English; *Language Acquisition; Language Dominance; Language Usage; Second Language Learning; Spanish

A 5-year followup study was conducted of Spanish/English bilingual children and their families who had participated in a previous study of early bilingual acquisition when the children were 3 to 4 years old. Language use and interaction patterns by parents, children, and siblings were observed at home. School achievement information and interview data about Spanish/English language use were obtained. The new data, in conjunction with previous data for the same population, serve to delineate patterns of communication and school achievement. It was found that: (1) the children had developed both Spanish and English across complex morphological and syntactic classes; (2) the children had better productive ability in English; (3) home language interactions were primarily in English; and (4) academic achievement among the children was relatively high. (Author/RW)

HE

ED 230 074 HE 014 955

*Jenny, Hans H.; And Others*
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin.
**John Minter Associates, Inc., Boulder, CO.; Wooster Coll., Ohio.**
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.

REPORT NO.- ISBN-0-9604658-3-9
PUB DATE- Feb 81
AVAILABLE FROM- The College of Wooster, Wooster, OH 44691 ($14.00 each; $10.00 each for 10 or more copies).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Building Obsolescence; *Campus Planning; *Capital Outlay (for Fixed Assets); Economic Factors; Educational Finance; Facility Improvement; *Facility Requirements; Financial Policy; *Fiscal Capacity; Higher Education; *Operating Expenses; School Surveys

A set of concepts that governing boards and senior administrators can use in analyzing the physical capital requirements of their institutions are described, based on the study of two samples of private colleges. Attention is focused on the question of the relative adequacy of college and university cash flows for financing the capital margin. This capital component includes new equipment needs, the development of laboratories and library services--in particular the replacement of obsolete or worn-out equipment--and the renovation of existing facilities. To determine the approximate nature and scope of the type of investments encompassed by the capital margin, a questionnaire was sent to two samples of independent institutions, one sample of 121 institutions, and the other of 63. Specific concerns are a charge for capital renewal and replacement, the concept of a Deferred Maintenance Ratio, and a capital charge concept that may be useful as a financial indicator. Certain financial data are also transformed to produce a sequence of balances that in turn serve as stages, or indicators, of financial condition. Appendices include detailed information on the study methodology, the questionnaire, the data and analysis, and a bibliography. (SW)

ED 230 075 HE 015 238

On Campus with Women, Number 34, Spring 1982.
**Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.**
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 82
AVAILABLE FROM- Project on the Status and Education of Women,

Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009. ($15.00 for one year, 4 issues--individuals; $25.00 for one year--institutions).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; Court Litigation; *Employment Patterns; Equal Education; Federal Legislation; Higher Education; Public Policy; Rape; *Sex Discrimination; *Sexual Harassment; Teacher Salaries; *Women Faculty; *Womens Athletics; *Womens Education; Womens Studies
IDENTIFIERS- Title IX Education Amendments 1972

Developments concerning women's education and employment, legislation and court cases that affect women, and the latest model programs and resources are presented in this newsletter issue. Specific topics include: sexual harassment and sexual attacks on women on college campuses; the progress of black and white women in science and engineering; the effect of Title IX of the Education Amendments of 1972 on women's participation in recreational and competitive sports; the legal advocacy fund established by the American Association of University Women to assist women involved in higher education sex discrimination cases; an information service to keep college administrators informed on current federal regulations covering employment; the status of women Ph.D.s and women medical professors; salary differences between men and women in the same jobs; a registry of individuals active in women's studies; a guide to fellowships for women; information on women chief executive officers in colleges and universities; a nationwide directory of women's crisis and counseling centers; guidelines for nonsexist language; publications on women in education; and a reprint of a newspaper article by Judy Mann on accusations against Leslie Wolfe, who until recently headed federal efforts to promote sex equity in education. (SW)

On Campus with Women, Volume 12, No. 1, Summer 1982.

**Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.**

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- 82
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009. ($15.00 for one year, 4 issues--individuals; $25.00 for one year--institutions).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Court Litigation; *Employment Patterns; *Equal Education; Federal Legislation; Higher Education; *Nontraditional Occupations; *Sex Discrimination; Sexual Harassment; Teacher Salaries; *Women Faculty; *Womens Education; Womens Studies
IDENTIFIERS- *Title IX Education Amendments 1972

Developments concerning women's education and employment, legislation and court cases that affect women, and the latest model programs and resources are presented in this newsletter issue. Contents include: an editorial on progress made toward educational equity for women since the enactment of Title IX of the Education Amendments of 1972; five myths about Title IX; and information on nontraditional careers for women. Specific topics include the following: sexual harassment on campuses; sex discrimination suits filed by women faculty; college enrollment trends for women students; courses in Black women's history; a directory of Hispanic women in higher education; employment patterns and salaries for male and female higher education administrators; career guides for advising prospective women scientists and engineers; engineering education for women and minorities; sex equity through vocational education; postdoctoral fellowships in science for women; concerns of academic women; a publication on women's studies around the world; a self-study guide on sex equity for college staff; and the firing of Joy Simonson, the director of the National Advisory Council on Women's Educational Programs. (SW)

ED 230 077 HE 015 660

*Howe, Florence, Ed.; And Others*
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
**State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.**
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.
REPORT NO.- ISBN-0-9-35312-09-9

PUB DATE- 82
AVAILABLE FROM- The Feminist Press, Box 334, Old Westbury, NY 11568 ($12.95 plus $1.50 handling; quantity discount available).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTIONS- Ancillary School Services; *College Environment; Higher Education; *Institutional Characteristics; *Leaders; Minority Groups; Reentry Students; School Surveys; Sexual Harassment; *Student Characteristics; Women Faculty; *Womens Athletics; *Womens Education; Womens Studies

Profile with information of interest to women are presented on about 600 colleges, based on the results of a questionnaire completed by campus administrators. Information on each campus includes the following: racial/ethnic/gender breakdowns of student populations, faculty/student gender, the most popular majors for women and the percentage of women in nontraditional majors, the percentage of women on the faculty and among the administrators; the percentage of women students in leadership positions, and the percentage of women participating in intercollegiate and intramural sports. The guide also covers: campus security measures; women's studies programs; assaults reported for 1980-1981; services especially for minority women; weekend and evening classes; sexual harassment policies; childcare facilities on and off campus; career counseling, health care, and other services; students' advocacy organizations; women's centers; networking with alumnae; centers for research on women; services for returning women students; sports scholarships; and intercollegiate sports available to women. Institutions are also rated on three categories: women in leadership positions, women and the curriculum, and women and athletics. A chart on sports available at each college, an index of institutions, and a questionnaire are included. (SW)

ED 230 078 HE 016 046

*Moore, Ann H.; And Others*
Strengthening College/Company Cooperation: An Ohio Perspective.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Adult Students; Consortia; *Continuing Education; *Cooperative Programs; *Government School Relationship; Higher Education; *Labor Force Development; Regional Cooperation; *School Business Relationship; Staff Development; State Boards of Education
IDENTIFIERS- *Ohio

Strategies practiced by Ohio institutions to strengthen work-education relationships are described. Attention is also directed to reasons for increasing the level of cooperation between colleges and companies and factors that inhibit cooperative relationships. Colleges and universities in Ohio participate in a variety of local, regional, and statewide activities designed to improve the quality of and access to adult continuing education programs, as well as to increase cooperation among colleges, government, and companies. For many years, public and private postsecondary institutions in major metropolitan areas have participated in consortia to foster greater cooperation on a number of issues, including transferability of credit and brokering of educational services. The Ohio Board of Regents sponsored the development of regional Work and Learning Councils in several areas of the state. One of the Council's activities is to provide a system for the identification, organization, and delivery of information on education and training as well as employer needs. The Ohio Board of Regents is also involved in statewide activities to promote major policy decisions regarding cooperation between business/industry, government, and higher education. (SW)

ED 230 079 HE 016 047

The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities.
**Ohio Board of Regents, Columbus.**
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Oct 82
AVAILABLE FROM- Ohio Board of Regents, 3600 State Office Tower, 30 East Broad Street, Columbus, OH 43215. (Free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adult Students; *Continuing Education; Cooperative Programs; Educational Policy; Government School Relationship; Higher Education; Industrial Training; *Lifelong Learning; Regional Cooperation; *School Business Relationship; *Staff Development; State Boards of Education; *Statewide Planning; Technology Transfer
IDENTIFIERS- Industry Role; *Ohio

Activities undertaken in Ohio to plan and implement continued education and training of adults and to promote economic revitalization of the state are described. The activities represent Ohio's participation in the Education Commission of the States' Lifelong Learning Project. State-level planning for adult continuing education is discussed in regard to demographic, political, and educational factors. The following lifelong learning opportunities for adults in Ohio are also examined: adult basic education, high school equivalency certification, adult vocational education, degree programs, noncredit programs, and other adult learning opportunities (e.g, employer-sponsored training, courses offered by professional societies). Four experimental projects developed by the Ohio Board of Regents are also briefly described that have helped to link the areas of research and technology transfer. Attention is also directed to: regional linkage conferences; a survey of employers and colleges offering noncredit continuing education activities; a continuing education newsletter focusing on linkages between groups; the Ohio Board of Regents' Liaison Linkage Project; regional collaborative structures; the Ohio Resource Network; and policy implications for the future. (SW)

ED 230 080 HE 016 139

*Kelly, Noeline; Kelly, Brian*

# Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Awards; *College Faculty; Higher Education; *Teacher Attitudes; Teacher Background; *Teacher Characteristics; *Teacher Effectiveness; Teaching Methods; *Teaching Styles
IDENTIFIERS- Excellence

The biographical and educational backgrounds, the teaching careers, and classroom performances of nine professors who had won teaching awards were studied, based on interviews and classroom observation. Five of the professors were male, four were female, and they ranged in age from the early forties to late sixties. Six had doctorates and three had masters degrees. Common background elements noted were nonaffluent families, strong academic preparation, and motivation to seek a teaching career through an inspiring teacher. Common classroom performance elements were an enjoyment of teaching, an enthusiasm for the subject, excellent command of the language and delivery, the injection of humor, and the comparison of teaching to a theatrical performance. All subjects made an earnest attempt to make their students learn and tried to actively involve them through questions and discussions. Little use was made of notes or the lecture method. The teachers were divided on the necessity for them to conduct research and to publish. They questioned the priority given to research/publishing over teacher excellence in salary and promotion considerations. Attention is also directed to the way these professors would have been rated for merit salary increases at their university. (Author/SW)

*Wagner, Alan P.; Carlson, Nancy*
Financial Aid for Self-Supporting Students: Defining Independence.
**College Entrance Examination Board, Washington, D.C.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 83
AVAILABLE FROM- Washington Office, College Board, 1717 Massachusetts Avenue, N.W., Suite 404, Washington, DC 20036 ($4.00 each; 10 or more copies, $3.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Age; College Students; Definitions; *Eligibility; *Federal Aid; *Financial Aid Applicants; Financial Policy; Higher Education; Parent Financial Contribution; *Parent Student Relationship; *Self Supporting Students; *Student Financial Aid

Current federal definitions and proposed alternative definitions of financially independent students, and the effect of the definitions on the numbers and attributes of independent students, are reviewed. Current federal law defines financial aid applicants as financially independent of their parents if they meet three criteria (the "tri-form" test): a residence criterion; an income tax deduction criterion; and a financial support criterion. Census and program data describe growing pools of older potential and actual undergraduates, along with increasing enrollments drawn from younger, single (and possibly independent) groups. Dissatisfaction with the current definition of independent students has stimulated a number of proposals for change. Six options for alternative criteria can be categorized as follows: (1) extended tax independence, (2) tri-form and age requirement; (3) tri-form and self-sufficiency; (4) combination of tri-form and options two and three; (5) age alone; and (6) option two with exceptions where there are dependents. Appended materials include 11 options proposed by the Department of Education; information on data sources, estimation procedures, and reliability of estimates. (SW)

ED 230 082 HE 016 142

Utilization of Residence Hall Facilities, Fall 1982 with Trends from Fall 1974. Report No. 9-82.

**State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.**

PUB DATE- Dec 82
AVAILABLE FROM- State University of New York, Office on Institutional Research and Analytical Studies, Albany, NY
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; *College Housing; *Dormitories; *Facility Utilization Research; Higher Education; *On Campus Students; *Resident Assistants; *State Universities
IDENTIFIERS- *State University of New York

Detailed fall 1982 data, and summary data for fall 1974-1982, are presented on the utilization of residence hall facilities at campuses of the State University of New York (excluding community colleges). Trend data are displayed for each institution and institution type. Graphic displays of percent utilization of residence hall facilities are included for the first time. The four tables of data for fall 1982 are as follows: aggregated data that describe the original capacity of the residence hall facilities, the reduction or temporary adjustments to this original capacity, and net available space and actual utilization; (2) more detailed data concerning the types of utilization of net available space, with resident student utilization as well as other types of utilization arrayed in categories; (3) resident student utilization arrayed by institution, type of accommodation, and rate paid by the students; and (4) displays by institution, the distribution of resident assistant bed rental waivers, total student occupancy, the resident student factor with which the number of authorized bed rental waivers is calculated, and the ratio of resident students to resident assistants. In addition to the statistical data, a brief narrative summary and definitions are included. (SW)

ED 230 083 HE 016 143

*Halstead, D. Kent*
Inflation Measures for Schools and Colleges.
**National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.**
PUB DATE- Jul 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Cost Indexes; *Economic Change; Elementary Secondary Education; *Expenditures; Facility Expansion; Higher Education; *Inflation (Economics); *Operating Expenses; Research; Salaries; Tuition
IDENTIFIERS- *Higher Education Price Index; Research and Development Price Index; School Price Index

Specialized price indexes and supporting price data for elementary, secondary, and higher education institutions are presented. The indexes can be used to deflate revenues and expenditures to obtain dollars of constant purchasing power. The School Price Index (SPI), a new index for fiscal years 1975-1982, prices the goods and services purchased by elementary-secondary schools for their current expenses. The Higher Education Price Index (HEPI), which covers 1961-1982, measures changes in the prices of goods and services purchased by colleges and universities, excluding research. Items priced by the SPI and the HEPI include: teaching, administrative, clerical, and other staff; contracted services; supplies and equipment; books and periodicals; and utilities. A Research and Development Price Index prices current direct expenditures by universities for sponsored research and development, excluding expenditures for expensive scientific equipment. In addition, attention is directed to: the need for specialized indexes for education and their uses; the theory and computation of price indexes; historical effects of inflation; college physical plant additions price indexes, student tuition price indexes for 1961-1982; and economies of scale and marginal costs analysis. (SW)

ED 230 084 HE 016 144

*Simmons, Rosa M.; Broyles, Susan G.*
Fall Enrollment in Colleges and Universities, 1980.
**National Center for Education Statistics (ED), Washington, DC.; Office for Civil Rights (ED), Washington, DC.**
REPORT NO.- NCES-82-323
PUB DATE- May 82
AVAILABLE FROM- National Center for Education Statistics, 400 Maryland Ave., S.W., Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *College Attendance; College Freshmen; *Enrollment Trends; Full Time Students; *Graduate Students; Higher Education; *Majors (Students); Part Time Students; Private Colleges; Professional Education; Public Education; Questionnaires; Racial Differences; Sex Differences; *Student Characteristics; Two Year Colleges; *Undergraduate Students

Data on 1980 college and university enrollments and trends observed for the preceding several years are presented. Information is provided on enrollment in institutions of higher education by control and level of institution, student sex, and attendance status of student, major field of study, and race/ethnicity. Specific data include: enrollment of first-time freshmen in institutions of higher education, by control and level of institution; undergraduate, graduate, and first-professional enrollments by race/ethnicity; enrollments for the aggregate United States; level of enrollment, attendance status, and student sex for the 100 institutions with the largest enrollment in 1980; public and private college enrollments; and full-time equivalent and part-time enrollments. Highlights are as follows: 1980 enrollments increased by 4.5 percent over the fall 1979 level; enrollment increases occurred for all types of institutions, with two-year institutions showing more growth than universities and other four-year schools; and the number of women enrolling in higher education institutions rose 5.7 percent compared with a 3.3 percent increase for men; part-time enrollment rose 4.7 percent, and students enrolled part time maintained a 41-percent share of the population at all institutions; the number of men enrolled in graduate programs rose 0.8 percent in 1980; enrollment of first-time freshmen increased 3.4 percent at all institutions between 1979 and 1980, but public and private universities reported declines in the number of first-time freshmen. In addition to statistical tables and graphs, narrative sections are included, along with a questionnaire and information on the research methodology. (SW)

ED 230 085 HE 016 145

Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Supplement to the Report from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-41.

**California State Postsecondary Education Commission, Sacramento.**

PUB DATE- Dec 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Access to Education; Community Colleges; Federal Aid; *Financial Policy; Graduate Students; Income; Master Plans; Postsecondary Education; Public Education; Retrenchment; State Aid; *State Colleges; State Universities; *Student Costs; *Student Financial Aid; Undergraduate Students
IDENTIFIERS- *California; California Community Colleges; California State University; College Costs; University of California

Three background papers to a study on the impact of student charges on access to public postsecondary education in California are presented. The California Postsecondary Education Commission conducted the investigation at the request of the California Legislature. The first background paper examines the evolution since 1960 of policies regarding the use of student fee revenues along with the implementation of the California master plan for higher education. Attention is also directed to: the policies of California and other states regarding the uses of student fee revenues; and policies within the state, including a taxonomy of charges and their uses at California State University, University of California, and the California community colleges. The second paper discusses the structure of major federal, state, and institutional student aid programs, and traces the history of federal and state aid. Recent proposals to reduce the growth of federal financial aid programs and the implications for California student financial aid recipients are considered. The third paper describes a number of approaches to setting fees for graduate students, including borrowing by graduate students and the nature of their indebtedness in different academic and professional fields. (SW)

# DOCUMENT RESUME

ED 230 086 HE 016 146

Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981.
**California State Postsecondary Education Commission, Sacramento.**
PUB DATE- Jan 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Rank (Professional); *Administrators; *College Faculty; *Employment Patterns; *Females; Legislation; *Minority Groups; Postsecondary Education; Promotion (Occupational); *Salaries; Sex Differences; State Colleges; Tenure; Women Faculty
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

Information is presented on the employment, classification, and compensation of ethnic minorities and women in California public postsecondary institutions in 1977, 1979, and 1981. The report is divided into separate sections for the University of California, the State University, and the California community colleges. Within each section, data is provided on: classification/occupational activity; compensation; full-time faculty by tenure status and rank; and new hires, promotions, and separations. Primary emphasis in the textual discussion is placed on the top three occupational categories of Executive/Administrative/Managerial staff; Faculty; and Professional Non-Faculty. Conclusions about affirmative action for personnel in the three public segments since 1977 include the following: there have been modest increases in the percentages of women and minorities in the faculty and staff of the public institutions; in most employment categories, men are better represented than are women, regardless of ethnic group; and the representation of women and minorities in the tenure-track faculty, as well as in the tenured faculty is discouraging. Appendices include 1982 reports and statistical data from the three segments of postsecondary education; and the text of California Assembly Bill No. 105. (SW)

ED 230 087 HE 016 147

Promises to Keep: Remedial Education in California's Public Colleges and Universities.
**California State Postsecondary Education Commission, Sacramento.**
PUB DATE- Jan 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Community Colleges; Educational History; Educationally Disadvantaged; Educational Policy; English (Second Language); Enrollment Trends; Postsecondary Education; *Program Costs; Questionnaires; Remedial Mathematics; *Remedial Programs; Remedial Reading; *State Colleges; State Surveys; *Student Evaluation; Writing Skills
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

Information is presented on remedial education activities of California postsecondary institutions. A survey was conducted of 98 percent of the campuses of the University of California, the California State University, and the California community colleges. In addition, site visits were made to 14 campuses and interviews were conducted with over 100 administrators, faculty members, and staff members about their programs for underprepared students. Survey topics included: the types of remedial programs, courses, and support services; the use of diagnostic testing and assessment activities; the number of courses, sections, and enrollments in remedial reading, writing, mathematics, and English as a second language courses over 3 academic years; and the administration and costs of these remedial activities. In addition, dimensions of the problem of college underpreparedness, including the historical development of remediation in America, are discussed. Finally, policy implications of the survey and interview results are considered, and recommendations for each segment of postsecondary education are offered. Appendices include information on the survey methodology, a questionnaire, a bibliography, and a guide to writing competency requirements for California State University campuses. (SW)

ED 230 088 HE 016 148

*Glenny, Lyman A.*
Quality of the 1980 Federal Census for Postsecondary Planning.
**California State Postsecondary Education Commission, Sacramento.**

PUB DATE- May 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTIONS- *Census Figures; *College Planning; Databases; *Geographic Distribution; *Information Utilization; *Population Distribution; Postsecondary Education; Questionnaires; *Statewide Planning; Trend Analysis
IDENTIFIERS- *1980 Census; California

The usefulness of the 1980 Census for planning in postsecondary education, and specifically in California, was assessed. Attention is directed to the use of past census data by higher education planners as well as the development of the 1980 Census. The geographic subunits covered by the 1980 Census that may be of use to postsecondary education planners are also covered, along with differences between the 1970 and 1980 Census data items. Additional topics include the following: the limitations of 1980 Census data for postsecondary planning, including its timeliness and usefulness; the potential use of census data in analyzing issues and problems addressed by the California Postsecondary Education Commission in its 1982-1987 five-year plan; and additional sources of data beyond the 1980 Census for postsecondary education planning. It is proposed that the Commission take greater leadership in expanding its own databases from a variety of federal and state sources and that it make data about trends available to California postsecondary planners and leaders. Appendices include the 1980 Census questionnaire, a glossary of geographic terms, a list of publications and computer tapes about the 1980 Census, a bibliography, and an excerpt from an article about complete count questionnaire changes, 1970 to 1980. (SW)

Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40.

**California State Postsecondary Education Commission, Sacramento.**

PUB DATE- Dec 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; College Attendance; *Financial Policy; Graduate Students; Income; Legislation; Postsecondary Education; Public Education; *State Colleges; *Statewide Planning; *Student Costs; *Student Financial Aid; Undergraduate Students
IDENTIFIERS- *California

A supplement to a 1982 study on the impact of student charges on access to public postsecondary education in California is presented. The study was conducted by the California Postsecondary Education Commission at the request of the California Legislature. After considering the complex process of instituting new state policies for new conditions, attention is directed to four concerns: new state funding policies, appropriate relationships between individual and public support, distribution of student financial aid, and the use of student charge revenues. Four recommendations offered by the Commission regarding student charges are as follows: student charges should remain low; revenues from student charges should be available to the segments to maintain access and quality; graduate and professional students should assume moderately greater responsibility for their educations than undergraduate students; and financial incentives for public service should build on existing mechanisms. Eleven guidelines that guided the Commission in making recommendations to the legislature are included. In addition, all recommendations in the Commission's April 1982 report are listed, and their current status is summarized. The 1982 report is entitled "Student Charges, Student Financial Aid and Access to Postsecondary Education." (SW)

ED 230 090 HE 016 151

The Core Student Affirmative Action Program at the California State University. A Second Review.
**California State Postsecondary Education Commission, Sacramento.**
PUB DATE- Jan 83
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Affirmative Action; *College Students; Coordination; Enrollment Trends; *Minority Groups; *Outreach Programs; Postsecondary Education; Program Costs; State Aid; *State Universities; *Student Recruitment
IDENTIFIERS- *California State University

A second review of the core student affirmative action program at the California State University is presented. The review was conducted to assess: (1) progress in implementing the program on each of the campuses; (2) the impact of the expanded outreach efforts; and (3) the success of the program in coordinating existing outreach services, resources, and personnel on each campus. Attention is directed to the quality of outreach staff employed by the state university campuses; the enrollment of minorities from outreach high schools; the amount of campus financial support; and program coordination. Progress data are presented for individual campuses. The following strengths of the program are considered: total institutional involvement in affirmative action; allocation of state money to campuses making the most progress and commitment; annual publication of information about the program; rural outreach efforts; and the use of successful nontraditional outreach strategies. Areas where further progress is needed include: conflict between the core program as a comprehensive concept and as separate services, time consuming and unnecessary annual funding, and inadequate implementation of a comprehensive effort on some campuses. (SW)

ED 230 091 HE 016 152

The Price of Admission, 1983. An Assessment of the Impact of Student Charges on Enrollments, Student Financial Aid Needs, and Revenues in California Public Higher Education. Commission Report 82-39.

**California State Postsecondary Education Commission, Sacramento.**

PUB DATE- Dec 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Economic Factors; Educational Benefits; Educational Demand; *Enrollment Influences; Fees; *Financial Policy; Income; In State Students; Models; Out of State Students; Postsecondary Education; Public Education; Resource Allocation; State Aid; *State Colleges; Student Costs; *Student Financial Aid; Trend Analysis; *Tuition
IDENTIFIERS- California Community Colleges; *California State University and Colleges; College Costs

The link between student charges, enrollment, financial aid needs, and institutional revenues at California community colleges, the University of California, and the California State University is examined. After reviewing the public and individual costs and benefits of higher education, attention is directed to current institutional charges for resident and nonresident students and trends in present and past charges in both current and constant dollars. The following bases commonly used by states in determining appropriate levels of student charges are considered: (1) a predetermined percentage of the cost of instruction in different types of institutions, (2) the instructional level of students, (3) a comparison with charges at other institutions, (4) the distinction between credit and noncredit courses or between regular and extension offerings, (5) differences in the future earning potential of students with different majors, and (6) anticipated budget shortfalls. The impact of student charges on the demand for higher education is also addressed, along with the components of a student change model, and projected changes in charges based on the model. Comparative data on student charges for institutions in California and other states are included, along with an extensive bibliography. (SW)

ED 230 092 HE 016 153

Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17.
**California State Postsecondary Education Commission, Sacramento.**
PUB DATE- Apr 82
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Administrators; *College Faculty; Community Colleges; Comparative Analysis; Demand Occupations; *Economic Climate; Postsecondary Education; Professional Personnel; *Salaries; *State Colleges; *Teacher Employment Benefits; Teacher Salaries
IDENTIFIERS- California Community Colleges; *California State University and Colleges; Peer Institutions

Salary and fringe benefit data for faculty and administrators at California state postsecondary institutions are examined, along with economic conditions and comparative salary data. To provide an indication of economic trends during 1976-1981, data are presented on five major economic indicators. Dollar and percentage increases in compensation for California faculty are compared to those of seven other professional groups and also to federal and state civil service employees. Comparisons are also made between salaries and increases in the Consumer Price Index and the Implicit Price Deflator for Personal Comsumption Expenditures. The responses of the University of California and California State University to competition for employees from business and industry are described (i.e. for engineering, computer science, and business faculty). Information is also presented on University of California and California State University projections of salaries and fringe benefits needed to achieve parity with comparison institutions. Additional areas of consideration include: collective bargaining outcomes, medical faculty salaries, administrative salaries by position for California and comparison universities, and California community college faculty salaries. Extensive supplementary data and

materials are appended. (SW)

ED 230 093 HE 016 154

*Meyer, Rex; And Others*
The Minicourse Approach: What It Is and How It Works.
**United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.**
PUB DATE- 82
AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, 920 Sukhumvit Road, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Case Studies; Course Evaluation; *Course Objectives; Curriculum Development; *Developing Nations; Educational Development; *Foreign Countries; Higher Education; *Inservice Education; Material Development; *Minicourses
IDENTIFIERS- Asia; *Australia; *Pacific Islands; Thailand

Characteristics of a minicourse developed at Macquarie University in Australia, its application in Australia, and potential for countries in the Asia-Pacific region are discussed. A minicourse is defined as an entire course of studies for a group, similar to a conventional course but compressed into a few hours. The Australian minicourse is characterized by: a systems approach, self contained, clear objectives, skills orientation, wide participation, varied learning activities and media, structured program, creative activity, overt and exemplary strategies, participant feedback, followup, and an educational technology design. In addition to describing minicourse development and the resources needed, a minicourse description, which includes the rationale and objectives, is presented. Examples of training areas in Asia and the Pacific where minicourses would be applicable are examined, including inservice education, curriculum development, material development and evaluation, and resource center administration. The following resources are also presented: titles of available minicourses, guidelines for adapting minicourses to the needs of developing countries, a case study of the application of the minicourse approach in Thailand, checklists for evaluating program design and presentation, and a bibliography. (SW)

ED 230 094 HE 016 155

*Forrest, Aubrey*

Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Project (COMP).

**American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.**

PUB DATE- 82
AVAILABLE FROM- The American College Testing Program, P.O. Box 168, 2201 North Dodge, Iowa City, IA 52243 ($4.00; 6 copies or more, $3.00 each).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Academic Advising; *Academic Persistence; College Instruction; *Educational Assessment; Educational Objectives; Extracurricular Activities; *General Education; Higher Education; Institutional Characteristics; Outcomes of Education; *School Holding Power; School Orientation
IDENTIFIERS- *College Outcome Measures Project

The relationships between features of general education programs/services and student persistence rates and test score gains are examined, based on a study conducted during 1976-1982 by the College Outcome Measures Project. In addition, the costs of general education and measurement of its effectiveness are briefly addressed. The study of 44 colleges focused on outcome measures and the following five broad program features: (1) orientation and advising new students; (2) general education curricular objectives and requirements, (3) instructional dimensions, (4) extracurricular activities, and (5) general institutional characteristics. The outcomes measures were as follows: student scores on the College Outcome Measures Project, scores on the American College Testing program or the Scholastic Aptitude Test, estimated score gains from entering freshman status to graduation, percentage of entering full-time freshmen who return for sophomore year, and percentage of entering full-time freshmen who graduate in 5 years (at senior institutions) or in 3 years (at community colleges). It is proposed that general education programs should help increase student abilities and motivation to graduate and their competence in adult roles after graduation. Specific recommendations for improving general education are proposed. (SW)

ED 230 095 HE 016 156

Actions Underway to Reduce Delinquencies in the Health Professions and Nursing Student Loan Programs.

**Comptroller General of the U.S., Washington, D.C.**

REPORT NO.- GAO/AFMD-83-7
PUB DATE- 1 Dec 82
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- College Role; *Federal Aid; Government School Relationship; Higher Education; Investment; Legal Responsibility; *Loan Repayment; *Medical Students; *Money Management; *Nursing Education; School Accounting; *Student Loan Programs
IDENTIFIERS- *Health Professions and Nursing Student Loan Prog

The problem of loan payment delinquency in the Health Professions and Nursing Student Loan Programs was reviewed. Problems that schools have had in billing and collecting outstanding loans and the lack of effective program monitoring by the Department of Health and Human Services (DHHS) were assessed, along with the DHHS' efforts to correct the problems. Specifically, the review focused on: the accounting, billing, and collection policies and procedures of 23 colleges; the amount of delinquent loans, bad debts, and federal funds held; and 1,430 student loan files. It was found that too little emphasis was placed on billing and collection, resulting in 28 percent of borrowers being behind in their payments. Some schools held large amounts of federal funds and some invested the funds but did not return the earnings to the programs. It is concluded that the program provides borrowers little incentive to repay loans promptly, although many delinquent borrowers have good credit ratings in the private sector. Although the DHHS has neither effectively monitored collection activities nor kept accurate accounting records, the agency is taking administrative actions and making legislative proposals that will strengthen the collection effort. Recommendations to remedy the loan delinquency problem are offered. (SW)

ED 230 096 HE 016 157

*Jungskar, Marianne, Ed.*
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter).
**National Library for Psychology and Education, Stockholm (Sweden).**
SPONS. AGENCY- Swedish Council for Research in the Humanities and Social Sciences, Stockholm.
PUB DATE- 82
AVAILABLE FROM- The National Library for Psychology and Education, P.O. Box 50063, S-104 05, Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Abstracts; Adult Education; *Behavioral Science Research; Developmental Psychology; Educational Administration; Educational Psychology; *Educational Research; Educational Sociology; Experimental Psychology; Foreign Countries; Higher Education; *Psychological Studies; Psychometrics; Psychophysiology; *Research Projects; Social Psychology; Special Education; Teacher Education; Telecommunications; Vocational Education
IDENTIFIERS- *Sweden

The 1981-1982 annual abstract publication on Swedish behavioral science research reports is presented. The collection of data was completed on May 15, 1982. The reports are grouped in categories according to Psychological Abstracts and EUDISED Thesaurus (multilingual thesaurus for information processing in the field of education). The ERIC Thesaurus was also used for the subject index. Author, subject, and institution indexes are included. The following categories are included: adult education, applied psychology, building, communication systems, compulsory education, countries, curriculum, developmental psychology, documentation, economics of education, educational administration and organization, educational institution, educational psychology, educational research, animal and human experimental psychology, experimental social psychology, general psychology, higher education, personality, personnel, philosophy of education, physical and psychological disorders, physiological psychology, psychology of education, psychometrics, public administration, planning, social issues, sociology of education, special education, teacher education, teaching methods, teaching profession, treatment and prevention, and vocational education. (SW)

ED 230 097 HE 016 158

*Smith, W. A. S.; Snowden, B. L.*
A Review of Distance Education in Ontario Universities.
**Council of Ontario Universities, Toronto.**
REPORT NO.- ISBN-0-88799-168-8
PUB DATE- Apr 83
AVAILABLE FROM- The Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Access to Education; College Planning; *Cooperative Programs; Coordination; Educational Cooperation; *Educational Television; Enrollment Trends; *Extension Education; *External Degree Programs; *Foreign Countries; Higher Education
IDENTIFIERS- *Distance Education; *Ontario; TVOntario

Ontario Universities' current and planned involvement with distance delivery of university level educational opportunities was reviewed. Additional considerations were: the feasibility of a cooperative approach to distance education, the organizational approach to expanding cooperation among the universities and between the universities and TVOntario, and the desirability of developing additional opportunities for adult part-time students. Findings include the following: about 16,000 Ontarians are being served through university credit programs offered through distance education techniques; 25,000 to 30,000 additional Ontarians are likely to be attracted to distance education opportunities; Laurentian University, the University of Waterloo, and Wilfrid Laurier University now have significant programs of distance study; and TVOntario is providing significant services through distance technologies in cooperation with postsecondary education. A coordinated approach to providing distance education is recommended, including a consortia of universities and working groups of university and agency representatives. Appended materials include an extensive bibliography and a TVOntario progress report entitled, "Toward an Interuniversity Service to Provide Media Supported Distance Education in Ontario" (Ignacy Waniewicz). (SW)

ED 230 098 HE 016 159

*Cockburn, Barbara; Ross, Alec*
Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
**Lancaster Univ. (England). School of Education.**
REPORT NO.- ISBN-0-90169943-8
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Course Organization; Higher Education; *Lecture Method; *Speech Skills; *Teacher Effectiveness; *Teaching Styles

The effective organization and presentation of lecture material is described. Because the average lecture takes 40-50 minutes, it needs to be planned and structured in advance, since the lecturer's instinctive ordering of points may not be the best way for students to receive them. The material should be organized first for the course as a whole and then for each lecture. Thought should be given to where and when there should be pauses, the order of presentation, and the distribution of emphasis. The lecturer must also consider order, content, transitions, and making connections. Making sense to students requires skills in presenting information and expounding ideas--for example, how to make a point and the use of definitions and summaries. The lecturer can use a number of ways to open up a topic: explaining, illustrating, and reinforcing meanings. The actual delivery of the lecture involves setting, atmosphere, and style of address. This style may involve lecture notes, writing on a chalkboard, use of audiovisual equipment, and gesturing. An important part of lecturing is the active two-way communication that occurs with students. Eight suggestions for determining the success of a lecture are offered. (SW)

ED 230 099 HE 016 160

*Cockburn, Barbara; Ross, Alec*

Why Lecture? Teaching in Higher Education Series: 2. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.

**Lancaster Univ. (England). School of Education.**

REPORT NO.- ISBN-0-90169944-6

PUB DATE- 80

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Classroom Techniques; Cognitive Ability; *College Instruction; Educational Objectives; Higher Education; Knowledge Level; *Learning Activities; *Lecture Method; Student Attitudes

The purposes of the lecture method in higher education are considered. The advocates of lecturing claim that this approach can be used to present knowledge to students, to foster intellectual skills, and to change students' attitudes and values. Research evidence suggests that: the lecture can be effective for expounding facts and principles, lectures are less effective in stimulating thought than methods such as small group discussions, and lectures may or may not be effective in shaping attitudes. It is advisable for the lecturer to reduce the amount of material in the lecture by covering it in supplementary learning activities (e.g., texts, learning packages). Editing the lecture material and the use of handouts, lecture-notes, and reading lists are also helpful. Using other teaching methods for variety, such as demonstrations and group exercises, provides variety and effective means for presenting a subject. Lectures can also be used in special ways: (1) to show concepts, logical sequences, and causal relationships (network analysis); (2) to illustrate the application of a discipline's principles; and (3) to review and expand the learning experience. (SW)

# DOCUMENT RESUME

ED 230 100 HE 016 161

*Cockburn, Barbara; Ross, Alec*
Working Together. Teaching in Higher Education Series: 3. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
**Lancaster Univ. (England). School of Education.**
REPORT NO.- ISBN-0-90169950-0
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *College Instruction; Conflict Resolution; Foreign Countries; *Group Dynamics; Higher Education; *Interpersonal Communication; Learning Activities; Self Expression; *Small Group Instruction
IDENTIFIERS- Great Britain

The nature of the small group in university teaching and the role of the tutor is considered, and reference is made to the British system. After describing the way a free group achieves a working relationship, the importance of understanding and utilizing communication patterns to increase the effectiveness of a seminar or tutorial is noted. Another consideration is the individual in the group: how each student learns, and the contribution the individual makes to the learning of others. The tutor is both a university teacher and a member of the group, and part of its social relations. It is suggested that the tutor is an unequal member of a group formed for educational purposes, since the tutor's authority cannot be put outside the group. Attention is also directed to the ways in which features of a mature group can be combined into a working group that only meets over a short time period. It is proposed that one of the most important of these features is recognition and respect for the rights of everyone to participate in the group's work, followed by willingness to fulfill a special function at times -- to take on a role such as gate-keeping, or holding the group back so that someone less forceful than the others is given the opportunity to contribute. (SW)

ED 230 101 HE 016 162

*Cockburn, Barbara; Ross, Alec*
Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
**Lancaster Univ. (England). School of Education.**
REPORT NO.- ISBN-0-90169951-9
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *College Instruction; *Discussion (Teaching Technique); *Group Discussion; Group Dynamics; Higher Education; *Interpersonal Communication; *Listening; *Questioning Techniques

The nature and process of participatory discussion are discussed, and reference is made to the British system of tutor-led groups. It is suggested that discussion is the essence of university life, since it can be used to discover the ways in which students view the knowledge and principles that the scholar presents. Discussion also provides the opportunity for students to demonstrate the relevance of their perceptions to the accumulated knowledge the scholar represents. Attention is also directed to the following discussion processes and skills: listening, responses, silence, moving a discussion forward, summarizing, evaluation, interpretation, the connections that should be made, questions, and habits. In addition, the following factors that inhibit discussion are noted: shyness, the size of the group and the lack of opportunity to participate, and tutors or students that talk too much. It is suggested that to facilitate participation, the tutor might ask students to think about a particular topic before the group meets. Another approach would be to change the group's format (e.g., subgroups can work together on a small project that engages them in forming their own views). Ways to encourage the talkative to listen are also noted. (SW)

ED 230 102 HE 016 163

*Cockburn, Barbara; Ross, Alec*
A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
**Lancaster Univ. (England). School of Education.**
REPORT NO.- ISBN-0-90169952-7
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *College Instruction; *Discussion (Teaching Technique); *Group Dynamics; Higher Education; *Interpersonal Communication; Learning Activities; *Small Group Instruction; *Student Participation

Learning that can occur through small group work is considered. Practitioners and advocates of the method describe learning through small group work as active learning that is deeper and more enduring than passive learning. The key is that students are personally engaged in the work and peer interaction is seen to be a major facilitating factor for learning. The research evidence suggests that small group discussion methods can be effectively used to transmit facts and principles, and that discussion is a superior method for the promotion of thought. It is suggested that a distinction be made between process-centered groups (primarily concerned with the learning experiences deriving from the process of active participation in a group) and task-centered groups that are occupied with completing specific tasks. The uses of process-centered groups include: understanding interpersonal interaction and the underlying dynamics of group process, and the development of skills in interpreting and manipulating group processes. Examples of task-centered group activities are: the application of principles to both familiar and unfamiliar situations, acquiring and practicing skills, making a critique, and data interpretation. (SW)

ED 230 103 HE 016 164

*Cockburn, Barbara; Ross, Alec*
Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
**Lancaster Univ. (England). School of Education.**

REPORT NO.- ISBN-0-90169953-5
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *College Instruction; *Discussion (Teaching Technique); Discussion Groups; Foreign Countries; *Group Structure; Higher Education; Participative Decision Making; *Seminars; *Small Group Instruction
IDENTIFIERS- Great Britain

Types of small groups for instructional purposes and procedures, structure, and practical arrangements are discussed, and reference is made to the British system. It is suggested that an orderly beginning to small group work best suits novice tutors and inexperienced students. In some subjects tightly organized group work may become progressively less structured as students mature. Attention is directed to how the organization of group work in different forms might develop through a degree course, and whether formal rules are necessary to ensure orderly procedures. The following practical constraints limit a tutor's freedom to organize group work: it has to be fit in with syllabus requirements, timetables, assessment, and what is taught elsewhere. It is proposed that the tutor and students discuss what the group is going to do, and how their work is to be ordered, before working meetings begin. This preliminary discussion is especially important in small group work where learning is intended to be cooperative. Finally, the tried and proven patterns of small group work are examined: the seminar, other structured groups, syndicates, associative discussion groups, and tutor-less groups. Illustrative examples of how small group work can be organized are included. (SW)

ED 230 104 HE 016 165

*Cockburn, Barbara; Ross, Alec*
Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
**Lancaster Univ. (England). School of Education.**
REPORT NO.- ISBN-0-90169954-3
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Academic Standards; *Course Objectives; Educational Objectives; *Evaluation Methods; Foreign Countries; *Grading; Higher Education; *Student Evaluation; *Testing
IDENTIFIERS- Great Britain

Educational assessment in higher education as seen by those who have a key part in the process is considered, with reference to the British system. Ways in which the assessment of students can be categorized, and the need for every assessor to have a clear and explicit purpose are addressed, along with the principles of fairness, validity, and reliability. It is proposed that departments should declare their position in respect to the different orders of knowledge, attitudes, and skills they assess and should define the levels at which these will be assessed. In other words, knowledge, attitudes, and skills are not to be thought of purely in cognitive terms. Attention is directed to the following modes by which students may be assessed: formal and informal assessment, formative and summative assessment, continuous and terminal assessment, course work assessment, assessment by examination, process and product assessment, internal and external assessment, and convergent and divergent assessment. In addition, the specific techniques (e.g., types of examinations, dissertations) used in assessment are examined, and marking and grading is discussed in regard to disputes about relative weightings, values, and systems. It is noted that assessors have both standards and external examiners to satisfy. (SW)

ED 230 105 HE 016 166

*Cockburn, Barbara; Ross, Alec*
Essays. Teaching in Higher Education Series: 8. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
**Lancaster Univ. (England). School of Education.**
REPORT NO.- ISBN-0-90169960-8
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- College Instruction; *Essays; *Essay Tests; *Evaluation Criteria; Feedback; Grading; Higher Education; Standards; *Student Evaluation

The use of essays in higher education is discussed. It is suggested that essays have two clear but always separate functions: a teaching-learning function and an assessment function. The assessment may be formal, as when essays are given a mark that contributes to the final classification, or informal, when the essay may not formally count but is part of the process whereby the tutor estimates the student's academic quality. Attention is also directed to the choice and timing of coursework essays, the phrasing and formulation of questions and titles, and practical criteria for use in determining how good a question is. A discussion on marking essays indicates the kind of simple systematic procedure for marking essays that can be used by the tutor who is too inexperienced to be able to mark each essay entirely by impression. Questions concerning standards for undergraduate essays that new examiners should consider before marking essays are posed, and the need to comment on students' essays is addressed. Some of the ways in which college teachers can give help are also briefly described. Examples of essay titles and examination questions, and a checklist for reviewing essay questions are included. (SW)

ED 230 106 HE 016 167

*Mathews, John*
The Use of Objective Tests. Teaching in Higher Education Series: 9. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
**Lancaster Univ. (England). School of Education.**

REPORT NO.- ISBN-0-90169961-6
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- College Instruction; Higher Education; Learning Activities; *Multiple Choice Tests; *Objective Tests; *Student Evaluation; *Test Construction; Test Reliability; Test Use; *Test Validity

The use of objective tests in higher education, both as an additional dimension to examinations and as part of the teaching and learning process, is considered. Specific concerns are the characteristics, functions, and limitations and the appropriate systems of organization and management of tests. The following types of objective items are discussed: multiple choice, classification sets, multiple completion, relationship analysis, and true/false. Attention is also directed to the concepts of test reliability (the consistency with which a test measures) and curriculum validity (the degree to which an examination or test matches the curriculum for which it was designed). Next, the practical aspects of objective testing--writing, reviewing, and analysis of objective items--are discussed in detail. Finally, the principles and purposes of objective testing are expanded, and practical guidance is offered for the use of tests in formal examining and as an adjunct to teaching and learning. Consideration is given to specifying quantitatively what the test is intended to measure, the choice and number of items, the arrangement of items, ways that responses can be recorded, and norm- and criterion-referenced tests. Examples of objective test items are appended. (SW)

ED 230 107 HE 016 170

*Johnson, Deborah Hazel; Sivertson, Debra Benoit*
A Student Health Insurance Needs Survey. Research Report #2.
**Maryland Univ., Catonsville, Baltimore County. Office of Vice Chancellor for Student Affairs.**
PUB DATE- Dec 81
AVAILABLE FROM- Office of Vice Chancellor for Student Affairs, University of Maryland Baltimore County, Catonsville, MD 21228.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Students; Dependents; *Health Insurance; Higher Education; Institutional Research; *Needs Assessment; Self Supporting Students; *State Universities; *Student Attitudes; *Student Needs
IDENTIFIERS- *University of Maryland Baltimore County

The types of health insurance coverage desired by students and their current coverage were studied at the University of Maryland, Baltimore County, (UMBC), and implications of the findings for selecting a new university insurance plan were evaluated. A total of 340 questionnaire respondents provided information on their current coverage, their needs for and attitudes about a future student health insurance policy, and their perceptions of a possible mandatory policy statement on insurance. Student age, sex, and race were found to influence current insurance holdings. For example, females more often than males obtained insurance through their parents, while males more often had their own insurance. It was found that more than a tenth of UMBC students had no insurance coverage, and a disproportionate number of uninsured students were minority. While many students depended on their parents' policies to cover them up to age 22, an increasing number of students in their later twenties did not have insurance. Slightly more than half the students had never heard of the current university plan, which costs $99 per year. Older students were more interested in psychiatric and maternity coverage, as well as coverage of their spouses and children. (SW)

College and University Opening Fall Enrollment, New York State, Fall 1982.

**New York State Education Dept., Albany. Information Center on Education.**

PUB DATE- 82
AVAILABLE FROM- University of the State of New York, The State Education Department, Information Center on Education, Albany, NY 12234.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *College Students; Comparative Analysis; Credit Courses; *Enrollment Trends; Full Time Students; Graduate Students; *Higher Education; Part Time Students; Private Colleges; Professional Education; Proprietary Schools; State Colleges; Undergraduate Students
IDENTIFIERS- *New York

College and university opening fall 1982 enrollment data for New York State are presented with statistical tables providing degree-credit enrollment data for specific institutions, as well as for various institutional classifications. In addition, enrollment trend data are included by sector for fall 1975 to fall 1982. Degree-credit enrollment data are provided for full- and part-time undergraduates, first-professional, graduates, and all students. This information is presented for specific institutions and for the following institutional groupings: total state, total public, State University of New York, City University of New York, independent, proprietary, two-year, four-year and higher, and graduate only. Data are also provided for categories within the sectors (e.g., university colleges, health sciences centers). The trend data cover the following institutional types: independent, proprietary, state university, city university, and total state. (SW)

ED 230 109 HE 016 172

*Budig, Jeanne E.; Khan, Anwar*
Higher Education Financing in the Fifty States: Significance for the 'Adams' States.
PUB DATE- Oct 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Desegregation; Comparative Analysis; Court Litigation; *Educational Finance; *Enrollment Trends; Expenditures; *Federal Aid; Financial Support; Higher Education; Income; Local Government; Public Education; *State Colleges; State Government; Tax Effort
IDENTIFIERS- Adams v Richardson; Arkansas; Florida; Georgia; Louisiana; Maryland; Mississippi; North Carolina; Oklahoma; Pennsylvania; Virginia

Findings of a study on higher education financing in the states are summarized with specific reference for the states covered by the 1977 Adams versus Richardson decision. The study, "Higher Education Financing in the Fifty States: Interstate Comparisons" (Marilyn McCoy, D. Kent Halstead), was jointly issued by the National Center for Higher Education Management Systems, the National Institute of Education, and the U.S. Department of Health, Education and Welfare. The Adams class action suit was filed to compel the federal government to enforce Title VI of the 1964 Civil Rights Act by halting federal funds to the affected states. Study data are organized into four major components: enrollment in public colleges and universities, state and local government finances, institutional revenues, and institutional expenses. A sample financing diagram provides information about the status of state and local higher education funding for fiscal year 1976 for Kentucky. Findings concerning the four study components are summarized for the "Adams States": Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Pennsylvania, and Virginia. (SW)

ED 230 110 HE 016 173

*Uhl, Norman P.*
Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students. Symposium Summary .
PUB DATE- May 78
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Black Students; *College Choice; *College Desegregation; *College Environment; College Students; Higher Education; Quotas; Student Attrition; Student College Relationship; *Student Recruitment; *White Students

Symposium papers pertaining to the competition for students accompanying college desegregation are summarized. Attention is also briefly directed to the impact of court-ordered guidelines for the development of desegregation plans, and the North Carolina Central University's Institute on Desegregation, which promotes research into desegregation. The 1977 federal guidelines suggest that numerical goals be set for increasing enrollment of black students in white four-year institutions. These guidelines inadvertently created competition for students among black and white state colleges and universities. The symposium papers, which represent cooperative research among institutions, indicate the types of research that will be useful to administrators as they plan to meet the problem of increasing minority student enrollment. Symposium papers and authors are as follows: "Why Minority and Majority Students Select a College" (Linda K. Pratt, Donald J. Reichard, Norman P. Uhl, Jeff E. Smith); "A Racial Breakdown of Attrition Trends Within the University of North Carolina, Fall 1975 and Fall 1976" (Robert L. Hester, Jr., Patricia Gaynor, Brenda A. Freeman, William Lawrence); and "Environments of a Predominantly Black and a Predominantly White Campus as Seen by Black and White Students" (Norman Uhl, Donald Reichard, Linda Pratt). (SW)

ED 230 111 HE 016 174

*Boyles, Marcia V.; And Others*

Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment.

**American Association of State Colleges and Universities, Washington, D.C.**

SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md.
PUB DATE- Feb 83
CONTRACT- HRA-232-79-0030
AVAILABLE FROM- American Association of State Colleges and Universities, Publications, Suite 700, One Dupont Circle, Washington, DC 20036 ($7.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Persistence; *Allied Health Occupations Education; American Indians; Black Colleges; Blacks; *Career Awareness; Consortia; *Cooperative Programs; Evaluation Criteria; Feasibility Studies; Higher Education; Hispanic Americans; *Minority Groups; *Needs Assessment; Program Costs; Program Development; Program Evaluation; *Student Recruitment
IDENTIFIERS- *Minority Allied Health Project (AASCU)

Ways to initiate or improve allied health education activities are discussed to assist faculty and administrators in colleges or universities that enroll significant numbers of minority students. The information was developed as part of the American Association of State Colleges and Universities' (AASCU) Minority Allied Health Project, which provided technical assistance to minority institutions. Criteria to evaluate an institution's potential for developing allied health programs are presented, along with a list of major background materials. In addition, information is provided on how to estimate program costs and to conduct feasibility studies and surveys of personnel and clinical resources. Guidelines for developing new and cooperative allied health programs are included, along with information on assessing and improving current programs. Finally, specific strategies for promoting allied health career awareness and student recruitment and retention are outlined. Appended materials include sample feasibility studies, consultant reports, and affiliation agreements, as well as a list of recommended consultants in the allied health education field and the names of contacts at institutions currently developing allied health activities under the AASCU project. (SW)

*Johnson, Onalee, Comp.*
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project.
**Southern Regional Education Board, Atlanta, Ga.**
SPONS. AGENCY- Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Nursing.
PUB DATE- 82
GRANT- PHS-2-D10NU-02029-05
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Advising; *Academic Persistence; Associate Degrees; Bachelors Degrees; *Cultural Differences; *Educational Counseling; Higher Education; *Instructional Improvement; *Nursing Education; Program Evaluation; *School Holding Power; Teaching Styles
IDENTIFIERS- *Faculty Development in Nursing Education Project; Lincoln Memorial University TN; North Carolina Central University

Approaches to improve the teaching of nursing students of diverse backgrounds are described in 16 papers as part of the Southern Regional Education Board's Faculty Development in Nursing Education Project. Among the papers and authors are the following: "Background on the Faculty Development in Nursing Education Project" (Audrey F. Spector); "Evaluation in Nursing Education" (Scarvia B. Anderson); "Learning Styles, Teaching, and Nursing Education" (Janet Awtrey and Kathleen Mikan); "The Appalachian Student: Retention Rate and Predictors of Success in Lincoln Memorial University's AD Program" (Modena Beasley); "The Faculty Development in Nursing Project's Impact on One Associate Degree Nursing Program" (Mary Ruth Fox); "Cultural Diversity: A Baccalaureate Perspective" (Sylvia E. Hart); "Closing the Gap in Basic Education at the Pre-Nursing Level at North Carolina Central University" (Joan M. Martin); "The Effect of the Myers-Briggs Type Indicator (MBTI) on Student Retention Rate in an Associate Degree Program" (Veneda S. Martin); "Student Counseling and the Supportive Environment" (C. Paul Massey); "Evaluation of the Affective Domain" (Wanda Thomas); and "An Institution's Role in Attracting and Retaining Diverse Students" (Eva Smith). (SW)

ED 230 113 HE 016 176

*Douglas, Joel M.; Rosenberg, Carol*
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 9.
**City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.**
PUB DATE- Jan 83
AVAILABLE FROM- National Center for the Study of Collective Bargaining In Higher Education and the Professions, Baruch College, CUNY, 17 Lexington Avenue, Box 322, New York, NY 10010 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
Numerical/Quantitative Data (110)
DESCRIPTIONS- *Collective Bargaining; *College Faculty; *Contracts; Higher Education; Institutional Characteristics; Private Colleges; State Colleges; *Unions
IDENTIFIERS- *Canada; *United States

Data on 1982 faculty bargaining agents and collective bargaining agreements in public and private U.S. and Canadian higher education institutions are presented. In addition, a brief narrative description of 1982 trends is included. For each institution which is listed alphabetically by state/province, information is provided on the bargaining agent, unit size, the year the current agent was elected, the year the initial contract was signed, the number of campuses, and the contract expiration date. Characteristics of special plan bargaining at four Canadian institutions are also indicated. Summary data are also presented on U.S. elections for bargaining agents (name of agent, size, and whether the agent was elected for 2 or 4 years). Information is also presented on institutions that had no-agent votes, decertification, first contracts signed in 1982, and changes in agent status. Statistical data are also presented to indicate the growth of unionization during 1974-1982, the number of public and private institutions that have elected specific agents, the number of collective bargaining agreements for public and private institutions by agent, and the geographic distribution of bargaining agents and contracts. Appended materials include alphabetical lists of agents and colleges and universities. (SW)

# DOCUMENT RESUME

ED 230 114 HE 016 177

Granting Credit for College Proficiency and Regents External Degree Examinations in New York State: A Summary of Institutional Policies, 1981-82.

**New York State Education Dept., Albany. Bureau of Independent Study and Programs Development.**

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Advanced Placement; *College Credits; Comparative Analysis; *Educational Policy; *Equivalency Tests; *Grading; Higher Education; Institutional Characteristics; Intellectual Disciplines; Private Colleges; State Colleges
IDENTIFIERS- New York; *New York College Proficiency Examination Program; *Regents External Degree Examinations (New York)

A guide is presented for students on the policies and practices of public and private New York colleges and universities in regard to granting credit, course waiver, or advanced standing to those who pass the College Proficiency Examinations (CPEs) and the Regents External Degree Examinations (REDEs). A chart indicates, for each institution and subject field, the tests it accepts, the grade or score required, and the number of credits awarded. A separate section provides information on any conditions pertaining to the granting of credits for CPEs and REDEs, as well as the office on each campus to contact when requesting credit. Specifically, the following identifying information is included for the alphabetically-listed institutions: mailing address, telephone number, whether it is a two-year or four-year college and the level of degrees offered, and the contact person or office. For each test, the grading system used, the number of recommended credits, and the type of test items are also specified. Questions and answers about the CPEP and REX examinations are included. It is noted that of the state's 248 degree-granting institutions, 200 indicated that they will accept one or more of the CPEs or REDEs. Among the other 48 institutions are seminaries, graduate facilities, and professional schools. (SW)

ED 230 115 HE 016 178

University-Industry Research Relationships. Myths, Realities and Potentials. Fourteenth Annual Report of the National Science Board.

**National Science Foundation, Washington, D.C. National Science Board.**

PUB DATE- 1 Oct 82
AVAILABLE FROM- National Science Foundation, Washington, DC 20550.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Agency Role; College Role; *Cooperative Programs; Educational History; Financial Support; Government Role; *Higher Education; *Industry; Research Opportunities; *Research Projects; *School Business Relationship; Technical Assistance
IDENTIFIERS- Industry Role

Cooperative research relationships between universities and industry are discussed. Attention is directed to the following topics: historical developments in university-industry relationships; the motivations and expectations for research relationships among the two sectors; the range and variety of research relationships currently engaged in by universities and corporations; the variety of roles, perceptions, and organizational structures within companies and universities relating to university-industry connections; the role of individual contacts and initiative in the development of relationships; the appropriate roles of universities, nonprofit entities, industries, and government in the initiation and development of such enterprises; and issues and problems in university-industry research relationships. In addition to describing federal government actions over the past decade, the findings of several studies commissioned by the National Science Foundation are considered. Finally, a hypothesis concerning the general line of future development is set forth, and some likely specific activities are discussed. It is concluded that in both academic and industrial circles there are positive expectations about the future of mutual exchange and about the contributions that these interactions can make. (SW)

ED 230 116 HE 016 179

The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980.

**New York State Education Dept., Albany.**
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Access to Education; Annual Reports; *Educational Assessment; Educational Cooperation; *Educational Finance; *Enrollment Trends; Master Plans; *Postsecondary Education; Private Colleges; Public Education; State Universities; *Statewide Planning; Student Financial Aid
IDENTIFIERS- *New York

The 1982 progress report on the regents 1980 New York plan for postsecondary education development is presented. Contents include the 1982 progress reports of The State University of New York and The City University of New York, and the consolidated progress report of independent institutions prepared by the Commission on Independent Colleges and Universities. All amendments to institutional master plans since November 1, 1980, are included, along with information on progress made toward the regents four general goals for postsecondary education: excellence, access, diversity, and effective use of resources. The goals and objectives presented in the 1980 statewide plan are reviewed in the context both of responses by the governor and the sectors to the 1980 plan, and of changes in the environment of higher education during the past 2 years. Indicators by which it will be possible to monitor significant levels and trends as a basis for developing policy recommendations are also proposed. Specific topics include: enrollment trends, influences, and projections; student financial aid; fiscal resources; measures of student skills and knowledge; secondary-postsecondary articulation; student retention; academic support services; and participation of adults and minority groups. (SW)

ED 230 117 HE 016 180

*Warren, Russell G.*
New Links Between General Education and Business Careers. Liberal Learning and Careers Series.
**Association of American Colleges, Washington, D.C.**

REPORT NO.- ISBN-0-911696-15-6
PUB DATE- 83
AVAILABLE FROM- Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Attitudes; College Graduates; Communication Skills; Computation; *Education Work Relationship; Employee Attitudes; *Employment Qualifications; *General Education; Higher Education; Interpersonal Competence; *Job Skills; *Liberal Arts; Logical Thinking; Personality Traits; Questionnaires; Work Attitudes

The suggestions of business executives concerning the content of a general education program that would assist students in achieving success in business were obtained through a 1982 survey. Questionnaire responses were obtained from 113 respondents in companies ranging in size from 1,000 or more employees to those with 50,000-plus employees. Five categories of skills important for business success were identified: communication skills, analytical ability, interpersonal competence, mathematical skills, and specific behavioral traits and attitudes. The behavioral attributes considered very important to success in business included a sense of responsibility, the ability to adapt to change, self-assurance, independence, and appearance. Attributes that become more important as employees advance in their careers were also identified. The results suggest that assisting students in preparing for careers need not be at the expense of other general education goals. It is concluded that most of the courses now offered in general education programs develop capabilities that are important to success in business; however, the methods of instruction could be important in some colleges for both career and general education objectives. A bibliography, sample questionnaire, and review of related research are included. (SW)

ED 230 118 HE 016 181

*Myers, Michael M.*
Remedial Education in College: The Problem of Underprepared Students.
**Southern Regional Education Board, Atlanta, Ga.**
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - Serials (022)
DESCRIPTIONS- *Academic Standards; Admission Criteria; *College Preparation; College Students; *Educationally Disadvantaged; *Educational Quality; Higher Education; High Risk Students; Open Enrollment; Program Costs; Program Effectiveness; Program Evaluation; *Remedial Programs

The way that remediation affects the costs and the academic quality of higher education is discussed, and approaches to dealing with these problems are addressed. Recent increases in the number of underprepared students entering college have resulted in a greater need for remedial education to prepare them for college-level work. In addition to the financial burden resulting from remedial programs, academic quality may be lowered because of lowering the exit standards of a college and the value of the degree. Approaches to improve the situation may include raising admission requirements, tightening academic standards, and monitoring of remedial programs at open-door institutions. Successful remedial programs seem to use specially trained faculty who have chosen their assignment and are trained in counseling. The use of computer-managed and computer-assisted instruction in remedial programs is likely to increase in the future, and this technology has the potential to increase learning and reduce the cost of remediation. Although Florida, Kentucky, Mississippi, Georgia, and Virginia now allocate considerable resources to remedial programs, they plan to phase out funding for remedial programs to all but open-door institutions. (SW)

ED 230 119 HE 016 182

*Heydinger, Richard B.*
Using Program Priorities to Make Retrenchment Decisions: The Case of the University of Minnesota.
**Southern Regional Education Board, Atlanta, Ga.**
PUB DATE- 83
AVAILABLE FROM- Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Budgets; Case Studies; *College Planning; *Decision Making; *Educational Objectives; Financial Problems; Higher Education; Program Effectiveness; Public Education; *Retrenchment; *State Aid; State Universities
IDENTIFIERS- *Program Discontinuance; *University of Minnesota

The University of Minnesota's response to financial cutbacks due to unexpected reductions in state revenues is discussed. The public higher education system and each state agency submitted alternative retrenchment budgets. The University of Minnesota proposed three approaches for cuts at the 12 percent level: across-the-board reduction; closing selected programs and campuses; and closing the entire university for one academic quarter. By June 30, 1983, the university had to reduce its expenditures and/or increase its income by a total of $25.6 million from the original amount budgeted for the 1981-1983 biennium. Within the university, priority statements that specifically identified the high and low priority programs in a college were drafted, along with a table, which is enclosed, summarizing 90 programs that were to be either eliminated, reorganized, or reduced. A voluntary separation and early retirement policy was also made available to faculty in programs that were affected. Finally, the mix of spending reductions and income enhancements to balance the projected shortfall was determined. The following criteria were utilized for program planning: quality, connectedness, integration, uniqueness, demand, and cost effectiveness. (SW)

*Byrd-Johnson, Linda, Comp.; Smith, Carol J. Comp.*
Higher Education Opportunities for Minorities and Women: Annotated Selections--1982 Edition.
**Office of Postsecondary Education (ED), Washington, DC.**
PUB DATE- 83
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- *Access to Education; *American Indians; Armed Forces; *College Attendance; *Females; Higher Education; Intellectual Disciplines; Majors (Students); Military Personnel; *Minority Groups; *Student Financial Aid

A directory on sources of postsecondary education opportunities available to minorities and women is presented. In some instances, information is provided on loans, scholarships, and fellowships. Thirty-three publications providing general information on how and where to seek assistance on pursuing education and career goals are briefly described. Fifteen opportunities exclusively for women are identified and briefly described, along with 5 opportunities for American Indians, 17 opportunities within the U.S. military, and 8 other selected opportunities. In addition, opportunities in the following fields of study are covered: architecture, arts and sciences, business administration and management, education, engineering and science, health and medicine, international study, journalism, law, political science and public administration, psychology, sociology/social work, speech-language pathology and audiology, and theology. Within each section of the directory, the sources of information are arranged alphabetically under each major heading and/or subject area. (SW)

ED 230 121 HE 016 185

Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow.

**Governor's Committee on Postsecondary Education, Atlanta, Ga.**

PUB DATE- Dec 82

AVAILABLE FROM- Governor's Committee on Postsecondary Education, Seven Martin Luther King, Jr. Drive, Suite 640, Atlanta, GA 30334.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- Access to Education; Advisory Committees; College Admission; *College Planning; Developmental Studies Programs; Educational Finance; Educational Needs; Educational Objectives; *Educational Policy; Needs Assessment; *Postsecondary Education; Program Development; *Statewide Planning; Student Financial Aid

IDENTIFIERS- *Blue Ribbon Commissions; *Georgia; Governors Committee on Postsecondary Education GA

The recommendations and policy proposals of the Governor's Committee on Postsecondary Education in Georgia are summarized, and postsecondary issues for the future are identified. Many of the Committee's recommendations are specifically addressed to various state boards and commissions. Ten issues and recommended actions are specified that pertain to postsecondary goals, communication, use of public resources, adequacy of funding, effective budgeting, basic skills, and work relevant programs. The following eight goals areas (and associated objectives) are also outlined: individual development, diversity and accessibility, equitable opportunity, responsiveness, excellence, effectiveness and efficiency, communication and cooperation, and public awareness. In addition, nine concerns that the Committee heard from Georgia educators, businessmen, and others as part of a goal assessment are summarized; and Committee recommendations are presented for each concern. State policy recommendations regarding student financial aid, admissions and remediation practices, geographic access, duplication, and program planning are also offered. Finally, concerns for the future are addressed, including finance, institutional roles, access, and articulation efforts in basic skills. (SW)

ED 230 122 HE 016 186

*Brown, Peggy, Ed.*
Cooperative Activities between High Schools and Colleges.
**Association of American Colleges, Washington, D.C.**
PUB DATE- Apr 83
AVAILABLE FROM- Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Advanced Students; *Articulation (Education); College Bound Students; College Faculty; College Instruction; *College Preparation; *College School Cooperation; Cooperative Programs; *Curriculum Enrichment; Higher Education; High Schools; Inservice Teacher Education; Program Descriptions; Research Skills; *Secondary School Teachers; Student Placement; Writing Instruction
IDENTIFIERS- City University of New York Brooklyn College; Georgetown University DC; Kenyon College OH; Seattle University WA; Simons Rock of Bard College MA; University of Michigan; Yale University CT

Some of the ways in which colleges can work with high schools to enrich secondary school experiences and increase access to and success in higher education, are described, and an essay on successful cooperative activities is presented. In "Pieces and Parts," James Herbert notes efforts to improve the preparation of students for college by clarifying knowledge and skills needed by college entrants. Other efforts include programs to attract students and enrich precollegiate education, inservice programs for high school teachers, and collaboration in curriculum development. The following cooperative programs are described: The School-College Articulation Program, Kenyon College, Ohio; Yale-New Haven Teachers Institute, Yale University, Connecticut; educational offerings for high school students at Simon's Rock of Bard College, Massachusetts; a program placing minority high school students with established researchers at The University of Michigan, Ann Arbor; The Seattle University/Seattle Preparatory School, Washington State; a writing program and an academic enrichment program for high school students at Georgetown University, District of Columbia; and an outreach program to high school instructors by Brooklyn College, New York City. Seven additional programs and information on resources are also described. (SW)

ED 230 123 HE 016 187

*Davison, Richard L.*
Fall 1982 Enrollments, North Dakota Institutions of Higher Education.
**North Dakota State Board of Higher Education, Bismarck.**
PUB DATE- Dec 82
AVAILABLE FROM- North Dakota State Board of Higher Education, Bismarck, ND 58505.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- College Credits; *College Students; *Enrollment Trends; Full Time Equivalency; *Full Time Students; Higher Education; In State Students; Out of State Students; *Part Time Students; *Place of Residence; *State Colleges; Student Characteristics
IDENTIFIERS- *North Dakota

Fall 1982 enrollment data for North Dakota state colleges and universities are presented. Headcount enrollment for each institution is provided for the following categories of students: freshman, sophomore, junior, senior, graduate, special, unclassified, and professional. A similar format is used to present full-time enrollments, total student credit hours of part-time students, full-time-equivalent enrollments of part-time students, total of full-time and full-time-equivalent of part-time enrollment, and full-time-equivalent enrollments based on total student credit hours by level of student. Additional tables cover: nonresident headcount undergraduate enrollments by state; nonresident graduate and professional headcount enrollments by state; headcount enrollments by county of residence for North Dakota students; total in-state enrollment by county of origin; fall in-state enrollments by county of origin for each college and university; headcount enrollments for each institution by race, veteran status, sex, marital status, and transfer status; and total student credit hours produced by course level by student level for each institution. (SW)

ED 230 124 HE 016 188

*Tebo, Jack; Dallet, Patrick*
Student Financial Aid in Florida. Consultants' Report.
**Florida State Dept. of Education, Tallahassee.**
PUB DATE- Jan 83
AVAILABLE FROM- Florida Department of Education, Knott Building, 1701 Capitol, Tallahassee, FL 32301.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Eligibility; *Financial Policy; Grants; Higher Education; *Need Analysis (Student Financial Aid); Program Administration; *State Legislation; *Statewide Planning; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Florida; Florida Academic Scholars Program; Florida Student Assistance Grant Program; Florida Tuition Voucher Program

Current laws relating to student financial aid in Florida, current Florida aid programs, and options for the future are reviewed. The following programs are reviewed in terms of statutory policy objectives: Florida Student Assistance Grant Program; Florida Tuition Voucher Program; Florida Academic Scholars Program; Community College Tuition Waivers; State University General Student Aid Fund, Students Financial Aid Fund, Fee Waivers, and Out-of-State Tuition Waivers; Florida Guaranteed Student Loans; Career Work Experience Program; and other, smaller state aid programs. The policy issue of whether financial aid should be based on financial need is considered, and attention is directed to barriers to college participation, student eligibility criteria for Florida aid programs, student choice, college markets, sector competition, aid to students at different postsecondary levels, and the need for a central state agency to administer the programs. Finally, options are examined for the following programs: the Florida Student Assistance Grant Program, the Florida Tuition Voucher Program, and the Florida Academic Scholars Program. Consolidation options for the Florida Student Assistance Grant and the Florida Tuition Voucher Programs are also considered, along with proposals involving smaller state grant programs and loan contingency planning. (SW)

ED 230 125 HE 016 189

Faculty Research Development Workshop. Final Report (October 1978 - March 1982).

**Howard Univ., Washington, D.C. Mental Health Research and Development Center.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.
PUB DATE- 82
GRANT- NIE-G-78-0181
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Behavioral Science Research; *Black Colleges; *College Faculty; Computers; Course Descriptions; Course Evaluation; Educational Development; *Educational Research; Grantsmanship; Higher Education; Program Evaluation; *Proposal Writing; *Research Methodology; Social Sciences; Summer Programs; *Teacher Workshops; Technical Assistance
IDENTIFIERS- *Faculty Publishing

A project to expand the participation of faculty from predominantly black colleges and universities in educational research and development is described. During three 4-week summer residential workshops, three courses were offered: Models and Methods of Social and Behavioral Sciences, Computer Utilization in Social and Behavioral Sciences, and a course entitled Grantsmanship. The grantsmanship course was accompanied by structured practicum visits to and in-class presentations from federal and private agencies. Ongoing technical assistance was also provided to participants throughout each workshop year. This component included literature searches, assistance in developing proposals, and reviewing manuscripts for publication. Over the 3-year period, a total of 301 applications for participation were received. From this group, 98 individuals were accepted and 93 participated. These participants produced 16 articles and papers and 20 proposal applications. Workshop assessment and course evaluation results are presented, along with the following appendices: course descriptions and outlines for 1979, 1980, and 1981; a list of workshop presenters, participants, and agencies visited, 1979-1981; a list of articles and papers completed by participants; and bibliographies for each course. (Author/SW)

Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85.

**Council of Ontario Universities, Toronto. Committee on Operating Grants.**

REPORT NO.- ISBN-0-88799-166-1
PUB DATE- 83
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Comparative Analysis; *Educational Finance; Employment Patterns; *Expenditures; Financial Problems; *Fiscal Capacity; Foreign Countries; *Higher Education; *Income; *Operating Expenses; Tax Effort; Teacher Salaries
IDENTIFIERS- Canada; *Ontario

The 1984-1985 operating fund requirements for Ontario higher education institutions are examined. It is suggested that relative to other jurisdictions and to the early 1970s, Ontario universities are seriously underfunded and falling further behind each year. Statistical tables include the following: funding recommendations of the Council of Ontario Universities for 1984-1985; interprovincial comparison of university financing; interprovincial comparisons of operating grants to universities per full-time-equivalent student, 1974-1975 to 1982-1983; provincial operating grants for universities per $1,000 of provincial personal income; percentage of general operating and total income, 1981-1982; projected annual percentage increases in the Consumer Price Index; Ontario University Nonsalary Price Index; faculty salaries by province, region, and age category, 1981-1982; benefit costs and increases relative to salary expenditure in universities and government; index of expenditure on library acquisitions; total equipment purchases by fund; estimated tax capacity, tax revenue, and tax effort, 1981-82; employment by educational attainment--Canada, December 1982; and Canadian unemployment rates--estimates by educational attainment. (SW)

ED 230 127 HE 016 191

*Gallin, Alice, Ed.*
Facing the Futur[illegible]
**Association of Catholic Colleges and Universities, Washington, D.C.**
PUB DATE- 83
AVAILABLE FROM- Association of Catholic Colleges and Universities, Suite 770, One Dupont Circle, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works Serials (022)
DESCRIPTIONS- Armed Forces; Catholic Schools; *Church Related Colleges; Church Role; *College Role; Contracts; Educational Trends; Ethics; Futures (of Society); Government School Relationship; Higher Education; Liberal Arts; *National Defense; *Religion; *Scholarship; *Student Financial Aid; Values

Ways that Catholic colleges and universities are trying to fulfill their role are discussed in articles by six college presidents and a church historian. In "The Catholic Liberal Art College: Has It a Future?" John Tracy Ellis notes some of the roots to be reaffirmed by Catholic colleges. In "Preparing for the Millennium," Theodore M. Hesburgh summarizes choices colleges must make in the next two decades. Bernard J. Coughlin, in "The Importance of Intellectual Work," emphasizes the importance of teaching and scholarly work to society. In "Religion: The Tradition and What Is to Come," Luke Salm explores the role of religion in Catholic higher education today and models by which a college can consider itself Catholic. Robert H. Conn provides an ecumenical perspective on the role of church-related colleges in the formation of human, and humane, values in "Cloning the Doves of Peace." In "Universities and Weapons Research," William J. Rewak discusses new choices and challenges facing the university regarding defense contracts and weapons research. Finally, in "Draft Registration and Federal Student Aid," David M. Johnson provides a perspective on recent development regarding the link between draft registration and federal student financial aid. (SW)

# DOCUMENT RESUME

ED 230 128 HE 016 192

*Branscum, Joanne*

On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1982. Report 82-2.

**Arkansas State Dept. of Higher Education, Little Rock.**
PUB DATE- Mar 83
AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Credits; *College Students; *Enrollment Trends; Full Time Students; Geographic Location; Higher Education; *On Campus Students; Part Time Students; *Private Colleges; *State Colleges; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Arkansas

Fall 1982 on-campus enrollment data in Arkansas colleges and universities are presented, along with a narrative description of trends. The total headcount enrollment increased 1.6 percent to a record enrollment of 72,300, and the largest increase occurred in part-time enrollment at the state-supported two-year institutions. While enrollment was increasing at both the two-year and four-year state institutions, the independent four-year institutions were experiencing declines. Out-of-state enrollment classified by current legal residence increased 550 students (10 percent). The median age of Arkansas college students, 21, has remained stable during the past 3 years. The median age of all full-time students was 20; part-time students, 27. Currently, 52.5 percent of all Arkansas college students are female. Statistical tables cover the following areas: fall on-campus headcount by student level and type of institutions, 1973-1982; number and distribution of fall full- and part-time on-campus headcount students, 1978-1982; and fall on-campus headcount of first-time enrollees 1977-1982. Data are also presented on legal residence and average student load, median age of students, post-baccalaureate and first-professional students, and enrollment levels at private colleges. (SW)

ED 230 129 HE 016 193

*Pittman, Laura L.*

Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3.

**Arkansas State Dept. of Higher Education, Little Rock.**

PUB DATE- Jan 83

AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; *Educational Certificates; Higher Education; *Majors (Students); Masters Degrees; *Private Colleges; *State Colleges; Two Year Colleges

IDENTIFIERS- *Arkansas

Data on degrees conferred by state and private Arkansas colleges and universities are presented, along with a narrative description of trends. Total degree production increased 7.3 percent over the 1977-1978 to 1981-1982 period, rising to 11,345 degrees. While total figures for the state-supported institutions increased annually, degree production at the private colleges tended to fluctuate. Degree production at the different levels remained relatively constant. With regard to subject field, most decreases occurred in traditional liberal arts and education subject areas. At the bachelors level, comparatively large increases have taken place in business and management, computer and information sciences, communications, engineering, and the physical sciences. Tables include an institutional listing of certificates and degrees conferred at the associate, bachelors, masters, and doctoral levels; enrollment by major field of study in certificate, associate, upper division undergraduate and graduate programs; first professional degrees conferred; and degrees and other formal awards conferred for public and private four-year institutions. In addition, in extensive appendices, listings of degrees granted are converted from the Higher Education General Information Survey codes to the Classification of Instructional Programs coding system. (SW)

ED 230 130　　　　　　　　　　　　HE 016 194

Task Force on Undergraduate Education, June 1, 1981. Final Report.
**Houston Univ., Tex.**
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Advising; Advisory Committees; *College Instruction; *Core Curriculum; *Developmental Studies Programs; Educational Objectives; Higher Education; *Instructional Improvement; Program Administration; *Undergraduate Study
IDENTIFIERS- *University of Houston TX

Recommendations of the Task Force on Undergraduate Education at the University of Houston central campus concerning the core curriculum, academic advising, developmental education, instructional improvement, and administration of the core curriculum are presented. The following objectives for the core curriculum are outlined: to insure that students acquire and develop basic intellectual skills; to insure that students acquire a broad knowledge base; and to stimulate the integration of specialized learning experiences. In addition, specific curricular proposals for achievement of these objectives and a rationale for these proposals are presented. Additional recommendations include that: a coordinated advising system be established with three tiers (department, college, and central) activity; a placement test be used to identify qualified and admissible students who lack basic skills in English and mathematics; faculty evaluations and campus-wide evaluations of instruction be conducted; a foreign language requirement be instituted for the Bachelor of Art degree; and a science requirement be instituted for the Bachelor of Science degree. Appended materials include an interpretation of the ratings for five students' evaluations. (SW)

ED 230 131 HE 016 195

Preparing for the Undergraduate Core Curriculum.
**Houston Univ., Tex.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basic Skills; *Core Curriculum; Cultural Background; Degree Requirements; Educational Objectives; English Curriculum; Higher Education; *Interdisciplinary Approach; Mathematics Curriculum; Natural Sciences; Social Sciences; *Undergraduate Study
IDENTIFIERS- *University of Houston TX

The undergraduate core curriculum at the University of Houston is discussed. Attention is directed to procedures for submitting course proposals; guidelines for basic skills courses; placement examinations; criteria for the knowledge base level of the core curriculum; criteria for core courses in the natural sciences, the social sciences, and cultural heritage; criteria for state-mandated courses; and criteria for knowledge integration courses. Courses required for the the basic skills level of the core curriculum (English/writing and mathematics/reasoning) are identified. Basic objectives for the knowledge base level of the core curriculum (natural science, social science, and cultural heritage) are indicated, along with specific objectives for each study area. The knowledge integration part of the curriculum is described as a means to provide juniors and seniors with experience in analyzing, criticizing, and relating ideas from more than one discipline. It is noted that the knowledge integration requirement may be satisfied by one of the following options: completing pairs of courses designed by two or more departments and/or colleges, taking knowledge integration courses, or completing a minor program in a department other than the major. (SW)

*Odutola, Adeniji A.*

A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 1974 at the Florida State University.

PUB DATE- Aug 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Persistence; *College Freshmen; Family Income; *Federal Aid; Grade Point Average; Higher Education; Institutional Research; School Holding Power; *State Universities; *Student Characteristics; *Student Financial Aid
IDENTIFIERS- *Florida State University

Factors related to retention of federal financial aid recipients in the 1974-1975 freshman class at Florida State University were studied. For 615 aid recipients, attention was directed to the type of federal aid received, amount of money awarded, family income, ethnicity, age, sex, and academic ability. Major findings include: high school grade point average (GPA) was significant in predicting persistence to graduation; the undergraduate GPA was the most important academic variable in predicting student retention; recipients between the ages of 16 and 22 persisted to graduation at a higher rate than did older students; more females persisted to graduation than did males; the ethnicity of a student did not significantly affect persistence; students from higher family income brackets graduated to a greater extent than students from lower income families; the grant package was the most important financial aid type in explaining student retention, followed by the loan plus grant package; recipients of the loan package and the loan plus college work study program exhibited higher attrition rates; and the amount of aid awarded was related to retention. A literature review, a statement of the research problem and conceptual framework, and a extensive bibliography are included. (Author/SW)

ED 230 133 HE 016 197

*Kenny, Eleanore; Carlson, Katherine*
High School to College Transition. Planning Issue Paper No. 3 (Revised).
**Washington State Council for Postsecondary Education, Olympia.**
PUB DATE- 18 May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Admission Criteria; *Articulation (Education); *College Bound Students; *College Preparation; *College School Cooperation; *Educationally Disadvantaged; Graduation Requirements; Higher Education; High Schools; Minimum Competency Testing; Remedial Programs; Secondary School Teachers; Statewide Planning
IDENTIFIERS- *Washington

The problem of underprepared high school students in Washington State who wish to go to college, some possible causes for academic decline, and potential solutions to the problem are considered. Evidence of deficiencies are cited as follows: a decline in students' college admission test scores over the past 17 years; results of minimum competency tests; and a gap between university new academic standards and actual student preparation at Eastern Washington University. It is suggested that the nature of the relationship between the elementary and secondary levels and higher education is necessary for any exploration of transition to college. Five activities are suggested for the elementary-secondary system: implement competency testing; strengthen course offerings; improve students' study skills; tighten graduation requirements; and strengthen disciplinary, attendance, and retention practices. At the college level, the following suggestions are addressed: (1) strengthen admission requirements; (2) restrict the location and proliferation of remedial education; and (3) increase the emphasis on training highly qualified educational personnel.
Secondary-postsecondary collaboration is suggested to solve the problem of underprepared students. (SW)

ED 230 134 HE 016 199

*Miller, John Edgar; Thompson, Hugh L.*
Guidelines for Designing and Managing a Planning Process.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administrator Guides; *College Administration; College Admission; *College Planning; College Programs; *Decision Making; Educational Finance; Enrollment Trends; Higher Education; *Policy Formation; *Program Administration

Management guidelines for colleges and universities that include policies, goals, and procedures are presented. Guidelines include the following: (1) trustees must have final authority for the institution; (2) the planning process should recognize that policy and direction generally flow down (the organizational structure) while process (procedure) flows up; (3) the planning process for an organization should "fit" the organizational structure and financial resources of the organization; (4) planning is a continuous process; (5) the basic components of planning are people, data, and process; (6) broad-based participation of people in formal, institutional planning is best achieved through means such as task forces, special study assignments, and open hearings; (7) accurate data are required on historical and trend lines and projections; and (8) institutional planning, departmental planning, and program planning occur simultaneously. To provide a basis for institutional plans, an outline is presented on 5 questions that should be considered regarding enrollment, 10 academic program questions, 11 marketing and admissions questions, and 7 financial questions. (SW)

ED 230 135 HE 016 200

*Miller, John Edgar; Thompson, Hugh L.*
Important Elements of Governance for a Small College.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Administrator Guides; *Administrator Role; Board Administrator Relationship; *College Administration; *Governance; *Governing Boards; Higher Education; Policy Formation; *Small Colleges; *Trustees

Guidelines that include policies, goals, and procedures for the governance of small colleges are presented. The following guidelines suggest how different elements of an institution's governance system might be expected to operate: (1) as a corporate body, a board of trustee has at least four responsibilities; (2) individual members of a board have a number of duties; (3) board membership should be limited to a specified time period; (4) membership on the board of trustees should be balanced with respect to the various college constituencies and the needs of the college; (5) the individual and collective performance of the board of trustees should be evaluated by a trustee committee on an annual basis by a third party at least once every 5 years; (6) a member of the board should not serve as chair of the board for more than 6 consecutive years; (7) the number of ex-officio board members should be kept to a minimum; (8) a person should not serve as chair of the board until serving at least one term as a board member; (9) no trustee should be able to obligate the institution to any contract or financial agreement without the formal approval of the executive committee of the board of trustees; and (10) the president should be the primary contact of the board. (SW)

ED 230 136 HE 016 201

*Miller, W. Wade*
Comparing and Contrasting Master of Agriculture and Master of Science Alumni.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Agricultural Colleges; *Agricultural Education; *Alumni; Comparative Analysis; *Education Work Relationship; *Employment Potential; Graduate Surveys; Higher Education; *Masters Degrees; *Sciences; Student Attitudes; Vocational Followup
IDENTIFIERS- *Texas A and M University

The value of master of agriculture and master of science curricula at Texas A&M University in preparing graduates for careers was assessed. Attitudes of 305 agriculture graduates and 305 science graduates concerning their degrees and the career patterns of graduates were examined. Findings include the following: master of agriculture graduates tended to be more practical and to seek careers in business and industry where their skills could be applied; master of science graduates tended to be more theoretically oriented, often pursuing advanced graduate work and seeking careers in professional areas; master's degree graduates had definite career goals in mind and selected their programs accordingly; graduates were generally well satisfied with their degree program and rated the quality, effectiveness, and benefit of the program highly; graduates felt that courses in business and communications should be a part of a master's program; graduates generally found employment in their field of graduate study or in a closely related field; an internship was a valuable part of a graduate program; and the median starting salaries were $12,117 for all graduates, $12,438 for master of agriculture alumni, and $11,587 for master of science respondents. The follow-up study questionnaire is appended. (SW)

ED 230 137 HE 016 203

*Blai, Boris, Jr.*
Lifestyles & Values of College Students: Classes of 1980 through 1985.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Freshmen; *Family Life; Friendship; *Goal Orientation; Higher Education; *Occupational Aspiration; Politics; Social Change; Social Problems; *Student Attitudes; *Values

The values and desired lifestyles of college freshmen from the classes of 1980 through 1985 are examined, based on University of Michigan survey results. The following goals were rated by the freshmen: a good marriage and family life, strong friendships, finding purpose and meaning in life, finding steady work, achieving work success, making a contribution to society, having lots of money, and being a community leader. Specific job characteristics, national problems, views on governance and institutions, and recommended actions for social change were also evaluated. Findings include the following: about 77 percent ranked a good marriage and family life as their primary life goal; about 68 percent valued strong friendship; finding purpose and meaning in life was ranked third, finding steady work was ranked fourth, and being successful in work was ranked fifth; about 23 percent considered making a contribution to society to be extremely important; only 1 in 6 in the class of 1983 considered it extremely important to have lots of money, while only 1 in 10 rated being a community leader as extremely important. (SW)

ED 230 138 HE 016 204

*Ohles, John F.*
Unresolved Issues in Higher Education: Legacy of the 60s and 70s.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Academic Freedom; Accountability; Activism; Administrator Role; College Administration; College Faculty; *College Role; Faculty College Relationship; Higher Education; School Boycotts; *Social Problems; *Student College Relationship; Teacher Role; Violence

Issues that were raised during the student unrest years of the 1960s and 1970s and that still are pertinent to the social order of American colleges and universities are considered. It is suggested that higher education has no legal purpose to alter society and does not have the power or means to reshape it or even to resolve any basic social, economic, or political problems. Although it may propose solutions to problems and educate those in power, higher education has no direct role in the process. Hopefully, colleges will graduate persons who will find solutions to serious problems, and will train and nurture scholars. The university takes on a traditional role as a vocationally oriented, subject-structured institution whose programs and activities are prescribed and proscribed by their sponsors. The following issues are also addressed: what to do with individuals who pose as students but are interested in violent acts to close down a university, whether college should grant credit for life experiences, the special problem of minority college students, the responsibilities of the college faculty member, academic freedom, accountability of the faculty member, and the roles of the college administration. (SW)

ED 230 139 HE 016 206

*Reynolds, William Bradford*
Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation.
**Department of Justice, Washington, D.C.**

PUB DATE- 10 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Colleges; Civil Rights; *College Desegregation; Compliance (Legal); *Desegregation Methods; *Government School Relationship; Higher Education; Public Education; *Public Policy; *State Colleges
IDENTIFIERS- *Department of Justice

Issues pertaining to desegregation of public higher education are discussed by the Assistant Attorney General for Civil Rights of the U.S. Department of Justice. Reynolds states that forced busing is probably not the best means of desegregating a public school system and that he is unpersuaded that society is reaching the ideal of colorblindness by insisting on race-conscious hiring and firing practices in the workforce. He cites examples of instances in which the Division has shown commitment to strong law enforcement under the civil rights statutes. He suggests that the States of North Carolina, Louisiana, and Virginia have entered into amicable settlements to higher education desegregation cases. He notes that the present administration believes that predominantly black institutions should be preserved rather than discontinued or merged with white colleges. The State of Louisiana is used as an example of the steps that might be taken to strengthen existing programs and locate new academic programs at predominantly black colleges. Approaches to increasing other-race enrollments at predominantly white colleges are also noted. (SW)

ED 230 140 HE 016 207

*Douglas, Joel M., Ed.*
Salary and Compensation Methodology in Academic Collective Bargaining.
**City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.**
PUB DATE- Jan 83
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTIONS- *Collective Bargaining; *College Faculty; *Compensation (Remuneration); Contracts; Department Heads; *Evaluation Methods; Higher Education; Private Colleges; School Surveys; State Colleges; *Teacher Salaries; Two Year Colleges

Results of a study of salary and compensation methodology utilized in academic collective bargaining agreements are presented. Attention was focused on 207 agreements in effect at 134 two-year colleges and 73 four-year colleges. Six structural components of salary were assessed: a payment method, salary structure, faculty typology, chairperson's compensation, adjunct compensation, and summer compensation. The following additional variables were also addressed: merit pay, overload compensation, and longevity payments. It was found that virtually all of the collective bargaining agreements contained payment methods, but no one system emerged as definitive. Salary grids existed in about half of the contracts; however, the grid designs contained multi-dimensional approaches. There appeared to be no consensus within the grids as to what criteria were adjudged to be significant in the determination of faculty compensation. Some appeared to reward longevity and experience at the expense of all other criteria, while others were more concerned with the achievement of rank and degrees. Traditional faculty ranks appeared in 93 percent of four-year contracts. Among two-year public institutions, the findings were substantially different as the professorial rank system was only found in 40 percent of the sample. (SW)

*Douglas, Joel M., Ed.*
Unionization Among College Faculty, 1982.
**City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.**
PUB DATE- Apr 83
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Collective Bargaining; *College Faculty; *Contracts; Higher Education; Institutional Characteristics; Private Colleges; State Colleges; Two Year Colleges; *Unions

Information on institutions engaged in academic collective bargaining with recognized bargaining units in 1982 is presented. Attention is directed to agents elected, "no-agent" elections, decertifications, strikes and legislation, and adjunct faculty bargaining units. It was found that the number of institutions conducting collective bargaining remained relatively stable. However, the addition of California State University as a unionized institution is viewed as a significant gain by bargaining proponents. The overall number of collective bargaining agreements diminished as a result of seven decertifications in the private sector that were related to the Yeshiva University case. Two-year public colleges continue to lead all institutional categories in terms of bargaining agents with 273 in that category. Among four-year institutions, no distinction can be made as to bargaining unit frequency, since there are 69 four-year private and 68 four-year public institutions with bargaining agents. Overall of the 377 agreements in existence, 314 are in the public sector. The following materials are included: listings by institutions on contracts, unit size, and dates; and a list of 200 institutions having collective bargaining agreements; and a bibliography on salary and compensation issues. (SW)

ED 230 142 HE 016 209

*Wolfle, Lee M.*

Postsecondary Educational Attainment among Whites and Blacks.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Academic Ability; *Blacks; Comparative Analysis; *Educational Attainment; *Family Influence; Postsecondary Education; Predictor Variables; *Racial Differences; *Social Background; *Whites

Interracial differences in the educational attainment process between whites and blacks were examined, using Joreskog and Sorbom's (1981) general method for the analysis of covariance structures. The basic model of educational attainment considers education to be a function of father's occupational status and education, mother's education, respondent's ability, and high school curriculum and grades. Study data were drawn from the National Longitudinal Study of the High School Class of 1972. Information was available for the 13 study variables for 6,825 whites and 433 blacks. It was found that the process of educational attainment is not different for blacks and whites. Study results indicate that social background plays an equal role for blacks and whites. For both races, the process of educational attainment appears to depend modestly on social background; children of higher status parents are more likely to enter an academic track in school. The influence of academic ability, curriculum, and grades on attainment do not differ for blacks and whites. Student ability is the most important determinant of placement in an academic program, and curriculum differentiation in high school also plays a major role. An explanation of the measurement model and a bibliography are appended. (SW)

ED 230 143 HE 016 210

*Ortiz, Flora Ida*
Restraining and Liberating Perceptions Regarding Minority Women's Institutional Participation.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Rank (Professional); Administrators; Ancillary School Services; Clerical Workers; *Ethnicity; *Faculty College Relationship; *Females; Higher Education; *Hispanic Americans; Minority Groups; *Organizational Climate; *Women Faculty; Work Attitudes
IDENTIFIERS- California

The way in which Hispanic-American women adapt and cope with the organizational conditions within California colleges was studied. The 30 respondents (8 in the professorial ranks and 22 in the support services) were administered a questionnaire to determine their position, training and experience, and the respondents' views on the position and advancement potential. The few Hispanic-American women in academic positions tended to be in Chicano Studies, foreign languages, sociology, and education departments at lecturer and assistant professor ranks. The Hispanic-American women were permitted to participate in academia without strict bureaucratic constraints. However, since the bureaucratic characteristics serve as socializing and integrating agents, these women participate on the periphery without real impact on the organization and without undergoing personal changes. Two groups of support services women were typical. Clerical workers who advanced with their male supervisors holding professonial positions tended to find satisfaction in their work experiences. Younger women with a keen ethnic identity and desire for advancement in administrative positions were also employed in the support services. (SW)

# DOCUMENT RESUME

ED 230 144 HE 016 218

*Ortiz, Flora Ida*
The Recruitment and Retention Patterns of Hispanic American Women in College.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Advising; *Academic Persistence; Activism; *Ethnic Bias; *Females; Graduate Students; High Achievement; Higher Education; *Hispanic Americans; Mathematics; Minority Groups; Peer Relationship; Sciences; Socialization; *Student College Relationship; Student Needs; Undergraduate Students

The experiences of Hispanic American female college students were studied over a 2-year period, based on interviews with 80 students and some staff members. Hispanic American female students fell into two major groups: (1) those few who attended private or specialized public schools; and (2) those who attended public schools or general private schools. Both of these groups of women experienced different socialization processes within the college. The first group entered the university with high qualifications and aspirations, and they enrolled in the physical sciences and mathematics programs. The first disorienting experiences usually came when they attended their first classes: they were singled out and their work was severely marked. The result was that over 50 percent who declared science/mathematics as majors withdrew from these curricula. A small group worked very hard to attain academic success. The other group of students were more oriented to peers than to academic pursuits. They were likely to persist if certain support services were utilized and if they did well in their courses. Students became active in campus political interests largely when academic services were not readily accessible. The situation of graduate students is also briefly addressed. (SW)

ED 230 145 HE 016 219

*Gladieux, Lawrence E.*
The Use, Misuse, and Non-Use of Policy Research: Student Financial Aid.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Access to Education; Decision Making; Educational Opportunities; *Federal Aid; Federal Legislation; *Financial Policy; Higher Education; Information Needs; Policy Formation; *Public Policy; *Research Utilization; *Student Financial Aid

The role of policy research on federal aid to college students is considered. Attention is directed to the contributions of research to the origins of federal policies in the 1960s and the later expansion of benefits to middle-income students. In addition, recent research on the effects of student aid is reviewed, and the outlook for reauthorization of the Higher Education Act in the mid-1980s is noted. Census and other survey data have documented the inequities in opportunities to attend college. The enactment of the Middle Income Student Assistance Act in 1978 permitted any student to quality for Guaranteed Student Loans (GSL). One function of the National Commission on Student Financial Assistance, which was established in 1980, was to study alternative proposals to reduce GSL costs. To date, the Commission's work has supported the status quo in federal student loan policies. There are limitations in the available data and analysis on the complex issue of whether student aid has made a difference in patterns of student access and choice. Although the results of policy research will be variously used, misused, and ignored in the political process, the information is important to policy decisions. (SW)

ED 230 146 HE 016 220

*Becker, Harry A.*
Use of a Policy/Regulation Manual System in Public Higher Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Policy; *Administrator Attitudes; *Administrator Guides; *College Administration; Governance; Guidelines; Higher Education; Public Education; *State Colleges

Public higher education's use of a policy/regulation (P/R) manual system, a mechanism for providing information, was investigated. Attention was directed to the following concerns: the prevailing judgment of higher education authorities regarding the value of a P/R manual system; whether it is general practice to employ a P/R manual system in public higher education; reasons offered by administrators who do not employ such a system; characteristics and features that are required for an effective system; and the activities and programs recommended by authorities to foster the use of P/R manual systems. Checklist responses were obtained from 24 higher education association executives, 61 higher education authorities and state coordinating agency executive officers, and 81 higher education administrators and state governing board executive officers. Findings include the following: the prevailing judgment of authorities was that a P/R manual system is a beneficial mechanism that promotes effective governance in higher education; the system can facilitate communication, provide guidelines for due process, expedite decision making, and promote high personnel morale; and P/R manuals have frequently been ineffective. (SW)

ED 230 147 HE 016 221

*Pollicita, James R.; Hanna, Donald E.*
Research for Policy: Faculty Perceptions and Policy Modifications to Enhance the Role of Continuing Education.
PUB DATE- Apr 83
AVAILABLE FROM- Office of Continuing Education, University of Illinois, Champaign, IL 61820
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Continuing Education; *Evaluation Criteria; *Faculty Evaluation; Guides; Higher Education; *Outreach Programs; Personnel Policy; Productivity; School Community Relationship; Teacher Attitudes; *Teacher Promotion; *Tenure

A project to develop criteria for evaluating the quality of faculty outreach activities in continuing education and public service is described. The project, which was conducted at the University of Illinois, Urbana-Champaign, was also designed to achieve the utilization of these criteria by faculty members engaged in outreach and by staff who were involved in promotion and tenure evaluation. The following objectives guided the project: identify influential people or gatekeepers, study the social context in which gatekeeper behavior occurs, utilize problem solving in groups to increase participation, and use experts to feed information to groups. A survey was conducted to determine which criteria were judged important by: faculty who conducted continuing education and public service activities and staff who served on promotion and tenure committees. A rank-order list of 40 criteria statements is presented, along with a sample questionnaire. Data on the comparative importance of the criteria and on the appropriate sources of evaluative information for each criterion were incorporated in a faculty guide relating continuing education/public service to promotion/tenure. A copy of the guide and a bibliography are appended. (SW)

ED 230 148 HE 016 222

*Wolfle, Lee M.*
Effects of Higher Education on Ability for Blacks and Whites.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Achievement Tests; *Blacks; *College Attendance; College Graduates; Comparative Analysis; Graduate Surveys; Higher Education; High School Graduates; High School Students; *Mathematics; *Vocabulary; *Whites

The impact of college on vocabulary and mathematics achievement test scores was studied. Identical tests were administered to students before they left high school and 7 years after high school graduation. The research design controlled for socioeconomic background and initial ability levels as measured in high school. Analyses for blacks and whites were included to determine the differential impact of college attendance for the two groups. Study data were drawn from the National Longitudinal Study of the High School Class of 1972, and were based on scores of 1,738 white students and 451 black students. It was found in general that knowledge of vocabulary increased after high school, while knowledge of mathematics declined. Postsecondary educational experience, however, tended to enhance performance in both vocabulary and mathematics. On the average, a college graduate scored about one-half standard deviation above those who did not attend college. Finally, the results indicate that the impact of college was similar for whites and blacks. Additional findings include the following: those respondents from high socioeconomic status families generally scored higher on the achievement tests; and whites tended on the average to achieve higher scores on the tests than did blacks. (SW)

ED 230 149　　　　　　　　　　HE 016 223

*Wolf, Fredric M.; And Others*
A Meta-Analytic Evaluation of an Interpersonal Skills Curriculum: Accumulating Evidence Over Successive Occasions.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication Skills; *Course Evaluation; Evaluation Methods; *Evaluation Utilization; Higher Education; Interpersonal Competence; Interviews; *Medical Students; Physician Patient Relationship; *Research Methodology; *Student Evaluation
IDENTIFIERS- *Meta Analysis

Results of individual evaluations of four successive classes of first-year medical students' performance in a communication and interviewing skills curriculum were studied using meta-analysis. Carkhuff's (1969) Standard Indexes of Discrimination (DI) and Communication (CI) were administered before and after course completion. Enrollment in the four successive classes was 46, 43, 42, and 72. Data were analyzed using combined tests and measures of effect size. The basic conclusion was that this curriculum produced large gains on two standardized measures. It was found that the performance by an average student improved 1.37 standard deviation units on the DI and 2.55 units on the CI from pre- to posttesting. Larger effects were associated with both earlier graduating classes and traditional students (versus students in a combined six-year bachelor of science/M.D. program). It is concluded that the curriculum may be compared vis-a-vis student performance measures from year to year, as well as over all the years it is offered. Combining and synthesizing these individual class findings permits greater generalizability and confidence in the evaluation results of the program than do individual results based on smaller sample sizes. (SW)

ED 230 150 HE 016 224

*Luker, Richard Michael*

Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Church Related Colleges; *Church Role; Economic Factors; *Educational History; *Geographic Regions; Higher Education; Political Influences; *Religious Factors
IDENTIFIERS- *Tewksbury (Donald G); *United States (West)

The founding of western frontier colleges is examined in light of the changing patterns of theological thought present in the Antebellum period. It is suggested that Donald G. Tewksbury's (1969) comprehensive study of the Antebellum colleges provided an important theoretical framework. In this work, "The Founding of American Colleges and Universities Before the Civil War," Tewksbury focused attention on the numbers of sectarian colleges that later failed. He believed the decline in the Western colleges was due to the competing activities of various denominations. It is suggested that in considering the Antebellum institutions, each denominational history needs to be examined, along with the socioreligious effects of the Second Great Awakening. Some of the causes of the failure of denominational colleges included changing economic conditions, political influences, the rise of the public school system, and other influences in the West. In addition, to understand evolutionary changes in major themes of post-Revolutionary theology, it is important to consider how home missions and evangelism were nurtured by the New Haven, "New Lights," and the interrelationships of the clergy and their "genetic lineage" traced through from Jonathan Edwards. (SW)

ED 230 151 HE 016 225

*Geis, George L.; Smith, Ron*
If Professors Are Adults.
PUB DATE- 11 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adult Education; *College Faculty; *Faculty Development; Higher Education; Individualized Instruction; Student Educational Objectives; Student Needs; Teacher Attitudes; *Teacher Educators; *Teacher Role

Strategies of faculty development are considered, along with possible roles of faculty developers. The research on adult education is reviewed, and two areas are discussed: reasons why adults participate in adult education, barriers to participation, and self-directed learning activities. It is suggested that the application of some principles of adult education to faculty development activities may be beneficial. The following roles of the faculty developers are proposed: helping the inservice faculty members to define their learning needs and goals; finding resources that are appropriate to learners' needs; and developing benchmarks toward the goal. It is argued that faculty development programs have not adequately defined learner needs, which is a key principle of adult education programming. In addition, the adult learning strategy of providing individual or individualized instruction is suggested for faculty development programs. The tendency of faculty development courses to resemble college courses is also criticized. Finally, it is suggested that the attitude of many faculty developers is more like that of the traditional teacher than that of the adult educator-resource person. The appropriateness of the adult-learner model to faculty development is further explored. (SW)

ED 230 152 HE 016 226

*Sutherland, E. R.; Thomas, Hollie B.*
Towards an Explanation of Leisure Services Practitioner Attrition: A Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Education Work Relationship; *Employment Opportunities; *Expectation; Higher Education; *Hospitality Occupations; Labor Market; *Occupational Aspiration; Salaries; *Work Attitudes

Expectations about jobs held by 77 undergraduates in the Leisure Services and Studies Department at Florida State University were studied. A basis for the study was the finding that 10-60 percent of leisure services practitioners leave the field within 2 years of graduation. It was hypothesized that the students' expectations about job characteristics would be different from reality. While 55 percent expected to be employed in a resort-commercial type agency, only 8.5 percent of the graduates were employed by this type of agency. Approximately 49 percent stated a desire to assume a programming position, while only 26 percent of the graduates were employed in a position of this nature. Followup discussions with students in this area suggested a concept of the field of practice to be one of distinct job specialization with little overlapping of duties. The expectations of current students concerning their initial salary indicates a third area of possible dissatisfaction with their employment in the field. Present students underestimated the possibility of their being employed in a position paying less than $10,000. Students held expectations of salaries that were higher than they were likely to obtain. (SW)

*Rodney, Elaine*

First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central State University.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Academic Persistence; *College Freshmen; Dropout Research; *English; *Grade Point Average; Higher Education; Institutional Research; Predictor Variables; State Universities; *Student Attrition
IDENTIFIERS- *Central State University OH

The validity of students' first-quarter academic performance in predicting attrition at Central State University, Ohio, was investigated. It was hypothesized that freshmen who performed satisfactorily during the first quarter were more likely to complete their baccalaureate programs than were those who performed less well. Data on 287 students were collected on grade point average (GPA) and grades in English and mathematics. It was found that approximately 51 percent of entering freshmen in the 1976 class dropped out before graduation. GPA was the single most significant predictor of attrition, accounting for about 24 percent of the variance. Inclusion of students' first-quarter English grade further increased the accuracy of prediction by two percent. It is concluded that GPA and English grade for the first quarter can be used to predict fairly accurately whether Central State University students are likely to persist until graduation. (SW)

ED 230 154 HE 016 228

*Pfau, Richard H.*

Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey.

PUB DATE- Mar 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Ancillary School Services; Federal Regulation; Foreign Student Advisers; *Foreign Students; Higher Education; *Information Needs; Institutional Research; Questionnaires; *School Orientation; Spouses; *Student Adjustment; Student College Relationship; *Student Needs

IDENTIFIERS- *University of Connecticut

Views of 48 foreign students concerning orientation needs at the University of Connecticut were surveyed. The following orientation activities were identified as most important, and are listed in the approximate order of importance: (1) U.S. government regulations (about visas, immigration, social security, and taxes); (2) needs of the spouse (including English language training, educational opportunities, work opportunities, health care, and social activities); (3) the International Student Office and the foreign student advisor; (4) health care; (5) services available to students at the university (including counseling, writing clinics, and career placement); (6) on- and off-campus student employment; (7) information on student housing accommodations (mailboxes, laundry, cooking); (8) bus service; (9) housing; (10) the registration procedure; (11) the international center services, programs, and staff; (12) a tour of the campus; (13) the American system of higher education; and (14) the role of the American advisor. It is recommended that orientation activities for foreign students be publicized more widely. Suggestions provided by students are included, along with students' ranking of orientation activities, and a sample questionnaire. (SW)

ED 230 155 HE 016 230

*Foster, Marilyn K.*
Public Policy and Independent Higher Education.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Role; *Federal Aid; Federal Regulation; *Government School Relationship; Higher Education; National Organizations; Policy Formation; Position Papers; *Private Colleges; *Public Policy; State Government; Student Financial Aid
IDENTIFIERS- *National Assn Independent Colleges Universities

The relationship of public policy and independent higher education is examined, and the antecedents of an intentional public policy are traced. A comprehensive public policy for the independent sector, which was issued in 1974 by the National Council of Independent Colleges and Universities (NCICU) is discussed in the context of social ideals and economic impact. In addition, issues identified in the 1974 statement, entitled "A National Policy for Private Higher Education," are compared with those stated in 1982 by the National Association of Independent Colleges and Universities (NAICU). The case for preserving a dual system of higher education is predicated on the social ideals of pluralism, diversity, and freedom of choice. There are also the quantitative considerations of economic impact on college communities and the minimization of state expenditures for higher education. Independent colleges have a particularly strong impact on small towns and rural areas, especially the church related colleges. Issues addressed by the policy statements include: tuition offset grants, federal incentive grants, student financial aid, income and tax laws that encourage philanthropic giving, federal regulation, support for academic research, and medical education. NAICU's policy statements also addressed state legislatures separate from the federal government. (SW)

ED 230 156 HE 016 231

*King, Reatha Clark*
Future Challenges for Women in Our Society.
PUB DATE- 17 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Employed Women; *Females; Futures (of Society); Higher Education; *Leadership Responsibility; *Role Perception; *Sex Bias; Sex Stereotypes; *Social Change

Important challenges for women in American society are discussed, based on the experiences and perceptions of Reatha Clark King, president of Metropolitan State University in Minnesota. She suggests that learning to be effective in the community is a priority in order to reach greater progress in womens' advancement, since most of the key decisions affecting the fate of universities are made in an untame external environment. One strategy employed at Metropolitan State is to use a group of faculty and other staff to visit legislators to explain university affairs and financial needs. The following additional challenges are addressed: learning how to function beyond the shadow of men, once women are appointed or elected to policy-level positions; helping to further eradicate the systemic prejudices toward women; achieving greater economic power, (i.e., securing women's political power with greater economic power); and coping with stress, its causes, consequences, and cures. It is also suggested that dealing with the consequences of deeply felt doubts about the legitimacy of the new roles for women is one major challenge for the future. Instances are cited in which the media used labels to ridicule women political leaders. (SW)

ED 230 157 HE 016 232

*Tierney, William G.*
The Tenure Drum: An Investigation of Ritual Violence in the Modern University.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Freedom; College Faculty; Conflict; Cultural Context; Ethnography; Faculty College Relationship; *Freedom of Speech; Higher Education; History; Political Issues; *Sociocultural Patterns; *Teacher Dismissal; *Tenure
IDENTIFIERS- *Rituals; *Stanford University CA

The structural aspects of ritual in a modern university and the way that ritual operates through the use of tenure at Stanford University is assessed, based on an ethnohistorical analysis of the firing of a tenured professor, H. Bruce Franklin. Mr. Franklin actively opposed the Vietnam War and Stanford University's alleged involvement with the war and was charged and dismissed for his activities and speeches, and disruption of a speech by Henry Cabot Lodge. Attention is directed to how people socially construct their own reality and the following factors: (1) the positioning of the actors in the drama, (2) the historical forces that are at work within the symbolic representation of time, and (3) the place of ritual as a process in a period of conflict in a modern organization. It is suggested that the cognitive and social mechanisms that are at work in simple society are also evident in modern institutions, such as a university. The current case of Mr. Franklin is also contrasted to the firing in 1900 of Edward A. Ross, a young Stanford University professor with liberal views. It is noted that understanding of time and the social and historical processes contextualize the ritual. However, a sacrifice occurs that follows set patterns that are influenced by the actors and the larger social world. (SW)

ED 230 158 HE 016 233

*Cohn, Elchanan*
Foregone Earnings of College Students: A Microanalytic Approach.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Attendance; College Students; *Economic Factors; *Education Work Relationship; *Estimation (Mathematics); Females; Higher Education; *Human Capital; Income; Males; Mathematical Models; Noncollege Bound Students; Productivity; Research Methodology; *Salaries; Student Characteristics

Data from the 1970 National Longitudinal Survey of Labor Market Experience are employed to estimate the foregone earnings of college students. An estimation of earnings functions from male and female youths who are not enrolled in school, and the potential earnings of enrollees is derived by substituting the characteristics of enrollees into the earnings functions of the nonstudents. Actual earnings are subtracted from potential earnings to derive estimates of foregone earnings. The estimation procedure provides a range of estimates by employing alternative earnings functions and assumptions concerning potential hours per year. Self-selection bias, part-time versus full-time employment, and levels of enrollments are also considered. Results are compared to other studies, and a projection of earnings foregone is made for 1975 and 1980. The estimation methodology is described and illustrated with numerous equations. The results suggest that earnings foregone per student vary greatly between males and females, part-time and full-time students, and between levels of enrollments. It is estimated that earnings foregone by college students in 1980 range from $42.69 billion to $73.37 billion. (SW)

ED 230 159 HE 016 235

*Dede, Christopher*
The Future of Higher Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Change Strategies; *College Planning; College Role; Economic Factors; Educational Change; *Educational Finance; *Enrollment Trends; *Futures (of Society); *Higher Education; Nontraditional Students; Political Influences; Social Change
IDENTIFIERS- Strategic Planning

The likely alternative futures that higher education may face in the next decade are discussed, and suggestions for developing a strategic planning capability in response are offered. It is argued that major demographic, economic, and political disruptions are likely in the 1980s. Demographic trends that will have a major impact on higher education include changes in the numbers and age mix of students, the geographic distribution of educational demand, and students' special needs. Shifts in American workplaces and communities created by breakthroughs in information technology will also alter the goals of students. The financing of higher education and demand for its services are intricately interconnected to the health of the national economy. Since the range of economic future for the next decade is large, careful planning is needed to prepare colleges and universities to meet the spectrum of potential challenges they face. Probable changes in cultural beliefs and values, the political mood that these will engender, and the implications of higher education will also be important factors to consider. Research studies are suggested that may be helpful, particularly if these projects are integrated into an overall planning and monitoring system for higher education. Author/SW)

# DOCUMENT RESUME

ED 230 160 HE 016 237

*Halstead, D. Kent*
How States Compare in Financial Support of Higher Education, 1982-83.
**National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.**
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Educational Finance; Enrollment Trends; Financial Support; Government School Relationship; *Higher Education; Local Government; Models; *Resource Allocation; School Taxes; *State Aid; *State Colleges; State Government; *Tax Allocation
IDENTIFIERS- Chambers (M M)

Fiscal year appropriations for 1982-1983 and supporting data are presented for comparative analysis of state financing of public higher education. M. M. Chamber's annual data on state higher education appropriations are used. The data are based on a model of state rankings for seven independent factors plus eight derived measurements, which together represent the principal state conditions and financial actions underlying and governing appropriation levels. An explanation is presented of the design of the model, measurement definitions, and analysis intended for the state and individual user. A limited macro analysis is also presented. Student load is derived by application of a college attendance ratio to state high school graduates, and enrollments are adjusted by a system cost index. The final output measure is the estimated appropriations and tuition revenues per student adjusted for load. The input factors of tax capacity, high school graduates, college attendance ratio, and system are relatively stable, while tax effort, allocation, and tuition can be altered by legislative action. These measurements are described and reported in five tables: collectively by state in alphabetical order, and independently by state rank order. Basic historical and current year data are also provided. (SW)

ED 230 161 HE 016 239

Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities.

**Council for the Advancement and Support of Education, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.**

REPORT NO.- ISBN-0-89964-209-8
PUB DATE- Jan 83
AVAILABLE FROM- Council for the Advancement and Support of Education, Publications Orders Department, Box 298, Alexandria, VA 22314 ($10 per copy; $5.00 each for 5-9 copies; $3 each for 10 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Capital; *Costs; Definitions; Donors; *Expenditures; *Fund Raising; Higher Education; *Income; Institutional Characteristics; Operating Expenses; *Private Financial Support; Records (Forms); Reports; Standards

A set of definitions are presented to create common cost and gift reporting standards for fund raisers and business officers at colleges, universities, and independent secondary schools. The objective is to bring clarity and consistency to the gift reporting process. In addition, the standards and management reports formats provide useful tools that allow institutions to: compile results of one year's fund-raising program and compare them to previous years; compare its results with those of other institutions; and monitor the relationship between fund-raising efforts and public relations activities. Information is provided on: major revenue sources to be included in the gift income report, although these are not normally included in the institution's financial statements; guidelines for gift valuation (e.g., securities; real and personal property; charitable remainder trusts, pooled income funds, and gift annuities; charitable lead trusts; trusts administered by others; and insurance). Guidelines and definitions are also presented on sources of gifts, donor purposes, current operations, capital, other program data, expenditure types and objects of expenditures, activity categories, and services/supplies and other current expenses. Report forms are included. (SW)

ED 230 162 HE 016 240

*Barrett, Stephen, Ed.*
Passport to Successful Alumni Travel Programs. Revised Edition.
**Council for the Advancement and Support of Education, Washington, D.C.**
PUB DATE- 83
AVAILABLE FROM- Council for Advancement and Support of Education, Publications Order Department, Box 298, Alexandria, VA 22314 ($14.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Alumni; College Graduates; *Guidelines; Higher Education; Legal Responsibility; Marketing; Program Development; *Tourism; Transportation; *Travel

An updated and expanded version of a 1976 monograph on alumni travel is presented. It provides practical information on all aspects of alumni travel, including the pros and cons of travel service programs for alumni, marketing and promoting tours, and legal and planning considerations. Along with basic, how-to articles, the handbook also features sample checklists, a sample tour director's handbook, a travel glossary, and a collection of frequently asked questions and their answers. The best of "CASE Currents" articles are also reprinted. Contents/authors include the following: "Designing the Tour" (Jack Maguire, Stephen L. Barrett); "Legal Considerations of Alumni Travel" (John Bisset); "The Care and Feeding of Tour Participants" (Frank B. Jones); "Marketing and Promoting Alumni Tours" (Stanley R. McAnally); "Brigham Young University Alumni Tour Director's Guidebook; "Travel Liability" (Earle Blackmon); "University of Michigan Alumni Travel--Our Smallest Success of 1975" (Harold M. Wilson); "Play the Airfare Game and Save Your Members Money" (Susan Mitchell Bistline); "Add More Education to Your Travel Program" (Stephen L. Barrett); and "Calling Adventurous Alumni to White Water, Black Sea" (Nancy Harper). (SW)

ED 230 163 HE 016 243

*Dressel, Paul L.; Guiste, Evelyn B.*
Ph.D. and Ed.D. Program Adaptations for College Teachers.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 1 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *College Faculty; *Degree Requirements; Departments; *Doctoral Degrees; *Education Majors; Higher Education; *Preservice Teacher Education; School Surveys; *Teacher Education Curriculum; Teaching (Occupation)

The extent to which the Ph.D. and/or Ed.D. programs have been adapted to assist in preparing students for college teaching was surveyed. Of 309 universities, 122 responded, and of these, 72 had no adaptations. However, 50 universities indicated the availability, in at least one discipline or field, of modifications in the Ph.D. and/or Ed.D. programs for individuals pursuing a career in college teaching. Although it is unclear if the university-wide statements were sanctioned by the graduate school, department, or doctoral committees, the following universities had such statements for the Ph.D. program: Ball State University, Bowling Green State University, Clark University, Duke University, Wake Forest University, and the University of Kansas. Candidates are required to participate in one or more of the following: teach a course in one specific discipline, register or take a course oriented to college teaching, and teaching apprenticeship. Thirty universities indicated the existence of departmental Ph.D. program modifications. In addition to listing departmental requirements and Ph.D. and Ed.D. modifications, case studies of adaptations are included. (SW)

IR

ED 230 164 IR 010 638

*Anderson, Kari Jeanne*
Origins, Growth and Future Directions of the Pacific Telecommunications Council: An International Policy Delphi Study.

PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Attitude Measures; *Data Collection; *Delphi Technique; Long Range Planning; *Policy Formation; *Predictive Measurement; Questionnaires; Regional Planning; *Research Methodology; Surveys; *Telecommunications
IDENTIFIERS- Consensus; Consensus Models; Pacific Region; Pacific Telecommunications Council

This thesis describes a Policy Delphi study which was conducted to initiate discussion on sensitive policy questions among members of the Board of Trustees of the Pacific Telecommunications Council (PTC), an international, non-profit organization created as a permanent forum to promote the development, understanding, and beneficial use of telecommunications in the Pacific area. The three-part study includes a description of the events which led to the creation of the PTC and the activities and projects it has sponsored; an explanation of the Policy Delphi, a future and policy-oriented research method which supports the use of subjective expertise to reduce uncertainty about the future; and three scenarios based partly on the data gathered in the Delphi which depict possible future roles of the PTC as a council with either high, moderate, or diminishing activity. The appropriateness of both the Delphi and the scenarios as techniques for studying the problems addressed by the study are analyzed, the steps used in conducting the study are traced, and the PTC Policy Delphi final report and the actual scenarios are presented. Appendices provide the Policy Delphi questionnaires and preliminary reports. Twelve references are listed. (LMM)

ED 230 165 IR 010 676

Computer Literacy: Five Year Plan, SY 1983-1987. Volume I.
**District of Columbia Public Schools, Washington, D.C.**
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Board of Education Policy; Computer Assisted Instruction; *Computer Literacy; *Computer Programs; *Computers; Elementary Secondary Education; Equipment Maintenance; Occupational Information; *Policy Formation; Program Descriptions; *Program Development
IDENTIFIERS- *District of Columbia Public Schools; Interactive Computer Systems

The objectives of this program developed by the Computer Literacy Planning Group of the District of Columbia Public Schools are to: (1) develop computer awareness among students, teachers, supervisors, and administrators; (2) develop and implement a computer literacy curriculum; (3) design and implement a computer training laboratory; (4) apply computer technology in the local school implementation of the competency-based curriculum through drill and practice, tutorials, problem solving, simulations, and other appropriate techniques; (5) apply computer technology in classroom management, including record keeping, and tracking and reporting of student progress; and (6) apply computer technology to local school management. Computer hardware and software will be acquired for each school, and training will be offered for instructional and management staffs. Individual chapters of this report focus on the areas identified by the group for study of programmatic and policy implications; where appropriate, recommendations and policy considerations are stated. These areas include goal, definition, desired learning outcomes, instructional computing, software, hardware, maintenance, existing programs, interactive technologies, computer training laboratory, job descriptions, and interaction with others. (LMM)

ED 230 166 IR 010 677

Technical Specifications for Hardware and Software, and Maintenance in Support of Computer Literacy Program. Volume II.

**District of Columbia Public Schools, Washington, D.C.**

PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Bids; Computer Literacy; *Computer Programs; *Computers; *Electronic Equipment; Equipment Maintenance; Facility Guidelines; Inservice Education; Optical Scanners; *Proposal Writing; *Specifications
IDENTIFIERS- *District of Columbia Public Schools

Designed for use by vendors, this guide provides an overview of the objectives for the 5-year computer literacy program to be implemented in the District of Columbia Public Schools; outlines requirements which are mandatory elements of vendors' bids unless explicitly designated "desirable"; and details specifications for computing equipment, software, communications equipment, and maintenance services needed to meet the first-year objectives of the program. Detailed specifications are presented under six headings: (1) core equipment, including hardware, software, systems capabilities, and maintenance for 200 locations; (2) optical mark scanners for 125 elementary schools; (3) one computer training laboratory to support inservice education for teachers about computing, with incremental prices for devices and software to equip additional laboratories should they be desired; (4) communications hardware to link all work stations and other core equipment into a fixed or message-based network; (5) communications facilities to implement solutions proposed in sections one and/or four; and (6) student computer laboratories including tutorial and diagnostic assistance in certain curriculum areas. Procedures and criteria which will be used to evaluate vendors' responses are also provided. (LMM)

ED 230 167                                    IR 010 679

Computers and the Classroom. A Resource Guide.

**CEMREL, Inc., St. Louis, Mo.; Wisconsin Center for Education Research, Madison.; Wisconsin State Dept. of Public Instruction, Madison.**

REPORT NO.- WDPI-Bull-3109
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Annotated Bibliographies; *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; *Computer Oriented Programs; Computer Programs; Computers; Information Networks; *Information Sources; Media Selection; Organizations (Groups); Program Descriptions; *Resource Materials
IDENTIFIERS- Wisconsin Department of Public Instruction

Designed for use by educators trying to establish or find networks providing access to educational computing information and avenues for the exchange of ideas and experiences, this guide brings together and describes several different types of resources to provide a base from which other contacts can be made. The resources listed focus on instructional computing in classrooms and instructional media centers; they include journal articles, ERIC documents, books, instructional programs, computer organizations, computer journals, and Department of Public Instruction (DPI) consultants. Many of the programs described were funded as ESEA Title IV projects and others were recommended by DPI subject consultants; except for those programs which are part of the National Diffusion Network, they have not undergone a formal validation process. (LMM)

ED 230 168 IR 010 680

*Grabow, Chad Lee C.*
Computer Science Curriculum Development Guide.
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adoption (Ideas); *Change Strategies; *Computer Science Education; Course Descriptions; *Course Evaluation; *Curriculum Development; Curriculum Problems; Learning Activities; *Objectives; Sequential Learning; Units of Study
IDENTIFIERS- *Goal Analysis

This guide provides specific information and resources for course and curriculum development, beginning with an outline of the basic elements of a curriculum and a listing of exemplary curricula in computer science education from other colleges. The definition of, need for, and essential and secondary features of a goal are presented, as well as the relationship of the curricular plan to institutional and professional goals. The sequence of curriculum planning steps are discussed, including goal analysis and revision; definition of performance objectives; performance objectives derived from goals; goal analysis to sequence learning; instructional objectives derived from goals; sequence of performance objectives; and analysis of goals for learning styles. A plan for the adoption of curriculum is then described, including a sample presentation to peers, sample goal hierarchy for related fields, and a step-by-step procedure. Fifteen factors involved in reducing resistance to change are summarized. Finally, a sample unit of instruction presents a performance objective, explanation of how objectives and learning activities are different, a sequence of instructional objectives, and a unit of instruction which includes three examples of a learning strategy, an outline of a unit, and evaluation methods. A 9-item annotated bibliography is included. (LMM)

ED 230 169 IR 010 681

*Eisenstadt, Marc; And Others*
Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17.
**Open Univ., Walton, Bletchley, Bucks (England).**
PUB DATE- Aug 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Programs; *Computer Science Education; *Databases; Design Requirements; Instructional Materials; Models; Postsecondary Education; *Programing; *Programing Languages
IDENTIFIERS- Debugging (Computers); *Debugging Aids; Knowledge; Open University (Great Britain); SOLO Programing Language; *User Cordial Interface

These papers describe efforts toward the systematic improvement of a software environment called SOLO (Eisenstadt, 1978), which has been used with cognitive psychology students at the Open University in Great Britain and is geared towards the manipulation of assertional databases. The first paper, by Eisenstadt, Laubsch, and Kahney, provides an introduction and background information about SOLO, followed by descriptions of empirical studies undertaken to analyze students' programming behavior, which have highlighted the use of a small number of programming schemas by a large proportion of students. These schemas serve as a basis for an automated debugging assistant, which is also described. Seven references are listed. The second paper, by Laubsch and Eisenstadt, describes recent progress in the design and implementation of the debugging assistant which was designed for novice programmers learning to use a simple assertional database language. Oriented towards a large audience of computer-naive users, this system deals with argument passing, recursion, and side-effects. Specific topics discussed are (1) deriving effect descriptions by symbolic evaluation; (2) matching the effect description with a domain-specific library plan;

and (3) comparing effect descriptions of user plans with library plans. Ten references are listed. (Author/LMM)

ED 230 170 IR 010 682

*Orlansky, Jesse*
Current Knowledge and Projection on Assessing the Effectiveness of Training.
**Institute for Defense Analysis, Arlington, Va.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Assisted Instruction; Cost Effectiveness; *Equipment Maintenance; *Evaluation Methods; *Flight Training; Machine Repairers; *Military Training; Postsecondary Education; Research Needs; School Effectiveness; *Simulation; Time Factors (Learning)
IDENTIFIERS- Flight Simulation

This discussion of methods used to assess the effectiveness of training for U.S. Army personnel identifies various types of training, describes methods currently used, and suggests ways of improving the assessment process. The methodology and results of assessments of effectiveness, including the costs associated with the level of performance, are reported for three types of training: (1) flight simulators, which have been evaluated on the basis of transfer of training; (2) computer based instruction, including both computer assisted and computer managed instruction as compared with conventional instruction; and (3) maintenance simulators used to train technicians how to perform routine maintenance, diagnose malfunction, and replace faulty parts. Findings indicate that, while these methods of training are generally found to be as effective as the more conventional methods, their effectiveness has been measured only at schools and not subsequently on the job, and only limited cost data are available. A 14-item reference list and 14 figures are provided. (LMM)

ED 230 171                                    IR 010 686

*Caldwell, Robert M.*
Evaluation of Microcomputer Software: How Valid Are the Criteria and Procedures?
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Computer Programs; *Educational Objectives; *Evaluation Criteria; Evaluation Methods; *Instructional Materials; *Media Selection; *Microcomputers; Qualifications; Research Needs

Three issues are critical to the establishment of valid criteria and procedures for determining effective use of computer-based instruction. One issue related to educational software evaluation is that few of the evaluation criteria have been research validated, but, instead, are often based only on speculation and intuition. Criteria are frequently highly inferential, making them highly subjective, which serves to lower reliability among separate ratings. A second problem is the qualifications of individual raters. In a study by Blum (1982), wide variance was found in ratings of software by three or more reviewers, which was attributed to scoring error due to inadequate training or background of the reviewers themselves and subjective judgments of the evaluators on inferential items. A third problem stems from a general lack of knowledge about computer utilization in instruction. Many school districts are acquiring microcomputers without first designing classroom instructional models, and much of the software is used, and therefore reviewed, within possibly inappropriate contexts. Also, most software is purchased without regard to how its objectives fit into existing curricula and overall school goals. (Author/LMM)

ED 230 172 IR 010 688

*Bryce, C. F. A.; Stewart, A. M.*

Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project No. P/24/1.

**Dundee Coll. of Technology (Scotland).**

SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Audiovisual Aids; *Computer Assisted Instruction; *Computer Programs; Computers; *Design Requirements; Diagrams; Display Systems; Feedback; *Input Output Devices; Media Research; Microcomputers; Programing
IDENTIFIERS- *Interactive Computer Systems; Interface System; Media Characteristics; Subroutines (Computer Programing)

A brief review of the characteristics of computer assisted instruction and the attributes of audiovisual media introduces this report on a project designed to improve the effectiveness of computer assisted learning through the incorporation of audiovisual materials. A discussion of the implications of research findings on the design and layout of print and the design and utilization of media for learning considers such topics as screen layout, use of media, still pictures, motion pictures, audio, feedback, scoring, and future developments in delivery systems and courseware. The remainder of the report provides detailed information on the computer hardware and random-access audiovisual devices used; the design and development of the computer program, including various subroutines and programming considerations; and detailed information on the various interfaces used. These include interfaces for the Revox Microfiche System with the DEC20, Cromemco System 3, Compucolor II, and Commodore PET; the SONY RX-353 with the Cromemco System 3, Revox Microfiche, Revox Audio, and Apple II; the Acorn Encoder with the Cromemco SDI; and the video switching interface. Diagrams are appended, as well as programs written in BASIC for a 9-part DNA replication. References are provided at the end of each of the introductory chapters. (LMM)

ED 230 173 IR 010 691

*Laborde, Ilia M., Ed.; And Others*
International Leadership in Educational Technology. 1980 Summary Report.
PUB DATE- Mar 80
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Curriculum Development; Educational Innovation; *Educational Media; Educational Technology; Educational Television; *Information Networks; *Instructional Materials; *Material Development; Open Education; Production Techniques; Program Evaluation; Specifications
IDENTIFIERS- Latin America; Personalized System of Instruction; *Puerto Rico; University of Puerto Rico

General session, small group activities, and on-site visits are represented in these papers from a conference which had the objectives of defining alternatives for systematic curriculum development, providing for the interchange of experiences in determining needs and instructional specifications for material production, and developing a plan for an exchange of media materials and expertise. Preliminary pages list committee members, officers, and conference participants. The main body of the report includes (1) a paper by Hugo F. Sandoval, entitled "Leadership in Educational Technology in Latin America"; (2) the narration for a multiscreen slide presentation entitled "Education and the Collective Goals of a People," which focuses on Puerto Rico; (3) an overview of the Puerto Rico State University system; (4) reports from committees on curriculum innovations, media production, open learning, and Personalized System Instruction (a variation of the Keller Plan used by the American Military Academy at Guaynabo, Puerto Rico, and the University of Puerto Rico Science Department); (5) the conference evaluation report; and (6) general comments regarding the conference. (LMM)

ED 230 174 IR 010 692

*Taber, Florence M.*
MCE Field Study Project.
**MCE, Inc., Kalamazoo, MI.**
PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adult Education; *Computer Assisted Instruction; *Computer Programs; *Daily Living Skills; Elementary Secondary Education; *Exceptional Persons; Field Studies; *Microcomputers; Money Management; Program Effectiveness; Questionnaires; Safety; Special Education; Vocational Education

The effectiveness of six microcomputer programs designed for the secondary to adult population to teach concepts associated with daily living skills (vocations, elementary budgeting, money management assessment, banking, and home safety) was studied. These programs were field tested in special education classrooms in three different school districts, including (1) 212 classrooms in a metropolitan area in the southeast United States; (2) a secondary learning disabilities room in a midwestern suburban area; and (3) a secondary resource room in a small town/rural area. Students used as subjects ranged from the age of 8 through adults, and included emotionally handicapped, mentally retarded, learning disabled, gifted, autistic, physically handicapped, and profoundly deaf individuals. Findings indicate that using the programs had many positive results in the cognitive and affective domains, and some positive results in the psychomotor domain. These results were noted in all areas (content, educational adequacy, and technical adequacy), with especially promising outcomes with autistic students. Appendices contain results of the teacher evaluation questionnaire and vocabulary test results from the metropolitan study area. (LMM)

# DOCUMENT RESUME

ED 230 175 IR 010 695

*Zalewski, Donald L., Ed.*
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3.
**School Science and Mathematics Association, Inc. Bowling Green, OH.**
PUB DATE- 82
AVAILABLE FROM- School Science and Mathematics Association, 126 Life Science Building, Bowling Green State University, Bowling Green, OH 43043. ($6.00 per copy plus $1.00 postage. No postage charge on prepaid orders. $5.00 per copy for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Computer Assisted Instruction; *Computer Literacy; *Computer Managed Instruction; Elementary Secondary Education; Evaluation Criteria; Material Development; Mathematics Instruction; *Media Selection; *Microcomputers; Models; Programing Languages; Science Instruction; Teacher Education
IDENTIFIERS- *Computer Uses in Education

This collection of eight papers is designed to assist educators in becoming computer literate and in identifying and developing competencies necessary to implement microcomputers in K-12 classrooms. For the novice, it contains an overview of computers, a discussion of their use in daily life and in education, and coverage of important terms and features of microcomputer hardware and software. Examples are given of computer languages and of ready-to-use programs in science and mathematics. References are listed for individual chapters, and appendices contain sources of further information. For educators who must make decisions concerning hardware and software acquisitions, procedures are identified and explained. A systematic procedure for developing modules is detailed for use in creating programs. The papers include "Microcomputers and Teacher Education," by D. Zalewski; "Computers in Society and Education," by G. Bitter; "Microcomputer History and Developments," by J. Russell; "Microcomputers in Education," by W. Kraus; "Selecting Microcomputer Systems: A Process Model," by P. Barrette; "Computer Software," by H. Kepner; "Developing Materials for Microcomputers," by M. Agin and C. Simonsen; and "Programs from K-12 Science and Mathematics," by G. Marchionini and J. Camp. Appendices provide definitions of terms and clarifications, software information, and a software evaluation checklist. (LMM)

ED 230 176 IR 010 696

*Munro, Allen; And Others*
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101.
**University of Southern California, Los Angeles. Behavioral Technology Labs.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Oct 82
CONTRACT- N00014-80-C-0164
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTIONS- Computer Assisted Instruction; *Computer Oriented Programs; Decision Making; *Feedback; Input Output Devices; Research Methodology; *Simulation; *Skill Development; Team Training; *Training Methods
IDENTIFIERS- *Computer Simulation; Dynamic Simulation; Intrusiveness; Naval Training; Voice Synthesizers

Research was undertaken to develop an experimental computer-based training system and to conduct a number of experiments in dynamic skill training using the system. (Training for such tasks is distinguished from the teaching of fact systems, the training domain most heavily studied in CAI applications.) Based on the hypothesis that the attentional demands of dynamic skill simulation training require that special instructional techniques be used for training to be effective, several dynamic skill tasks were studied, and a laboratory analog to the Air Intercept Controller task was developed for experimental use. One set of experiments tested different approaches to giving the student information about performance during training, while a second set of experiments focused on the problems and potentials of the use of voice input and voice output technologies in computer-based training. The results showed that intrusive instruction is less effective for such simulation training than is non-intrusive instruction, and that current low-cost technologies for voice input/output are aproaching the acceptability threshold for this type of application. Eight references are listed.

(Author/LMM)

ED 230 177 IR 010 698

*Durbridge, Nicola*
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175.
**Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.**
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Audiotape Cassettes; *Audiotape Recorders; Educational Radio; Educational Television; *Instructional Materials; Material Development; Media Research; *Media Selection; Production Techniques; Student Attitudes; Surveys; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Media Characteristics; Media Use; Open University (Great Britain)

The success and rewards of working with educational audiotape cassettes are discussed, based in part on student responses to questionnaires from an earlier study of four Open University courses. Attention is drawn to characteristics of tapes which make them valuable for education. Both the product and the processes of making them are discussed, and distinctions are made between cassettes and other media used at the Open University. Following background information on data sources for the paper, both quantitative and qualitative data gathered from academics, producers, and students are summarized. The concepts of control, informality, and flexibility are used as a framework to examine the educational value of audiocassettes, and four categories of use of cassettes in Open University courses are described: back-up programs, resource material, essential teaching, and additional lectures. Eleven references are listed. (LMM)

ED 230 178                                        IR 010 699

*Postlewait, Deborah S.*
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2.
**Illinois Univ., Urbana. Computer-Based Education Research Lab.**
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Autoinstructional Aids; *Computer Assisted Instruction; *Computer Assisted Testing; Computer Graphics; *Computer Programs; Computer Science; Elementary Secondary Education; Higher Education; *Instructional Materials; Programing; *Simulation
IDENTIFIERS- Computer Games; *PLATO

This supplement updates the first supplement to the original catalog of available PLATO systems instructional materials. The original catalog was published in April 1980 and the first supplement in November 1981. The lessons described in the current publication have been used in actual instructional situations or have had adequate testing to guarantee that the files are in working order. Information for each listing is printed directly from the CERL on-line catalog ("uicat") and includes the subject heading; title with PLATO lesson code name, year of first copyright, and publication year; author; location of author at the time of lesson production; lesson abstract; auxiliary equipment required; completion time; and intended audience. Library of Congress subject headings have been used to catalog the lessons whenever possible, and cross-referencing of the lessons has been provided. Also provided is a listing by title of all the lessons published since the printing of the first supplement, and an updated index to the lesson catalog and catalog supplements. Programs listed range in level of difficulty from elementary through higher education, and cover a wide variety of subject areas including science, medicine, reading, mathematics, languages, business, and teacher education. (LMM)

ED 230 179 IR 010 700

*McNeil, Joanne*
Comparative Effectiveness of Group Slide/Tape versus Individual Programmed Instruction in Sophomore Library Instruction.
PUB DATE- Dec 82
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Audiotape Recordings; Autoinstructional Aids; High Schools; High School Students; Instructional Materials; Intermode Differences; Library Guides; *Library Instruction; Library Skills; *Orientation Materials; Programed Instruction; *Programed Instructional Materials; *Slides

The effectiveness of individual and group-administered library instruction using two presentation formats (slide-tape and programmed self-instruction) was tested using 39 randomly-selected high school students enrolled in average-ability sophomore English classes. Following a classroom unit introduction by the librarian for both groups, one group viewed a slide-tape introduction and was given the posttest. The second group worked individually with a programmed manual and instruction booklet and took a self-paced library tour followed by the posttest. Both groups then individually completed a programmed manual and instruction booklet on the use of the card catalog and the Readers Guide. Results showed no superiority for either the programmed instruction or slide-tape for library orientation, although the group which received only programmed instruction showed greater achievement in test scores following the second programmed instruction than those who learned initially through the slide-tape. A 29-item bibliography and the instructional materials used in the study are included. (LMM)

ED 230 180 IR 010 701

*VanLehn, Kurt; And Others*
Competitive Argumentation in Computational Theories of Cognition. Cognitive and Instructional Science Series. CIS-14.
**Xerox Corp., Palo Alto, CA. Palo Alto Research Center.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Dec 82
CONTRACT- N00014-82C-0067
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cognitive Processes; *Computation; Computers; Cybernetics; *Epistemology; *Methods Research; Models; Research Methodology; Task Analysis; Theories
IDENTIFIERS- *Competitive Argument

Though cognitive science has given psychology a new, more detailed and specific way of expressing models of cognition, correspondingly detailed and precise arguments analyzing and supporting those models have not been forthcoming. Consequently, the new models often fail to meet the traditional criteria of scientific theories. Tools are available or can be developed which will help cognitive scientists build computational cognitive theories that will meet some widely-accepted standards. The prime tool (or class of tools) is the competitive argument, which involves explication of the principles of a theory and its entailments, and comparison of theories to other theories and with alternative versions of itself. The evolution of one theory can be examined as it develops through a natural progression of stages, including task analysis, articulation of principles, and competitive argumentation. A 34-item reference list is included. (Author/LMM)

ED 230 181 IR 010 702

Computer Literacy. Intelligent CAI. Proceedings of the 1982 Annual Conference of the Association for the Development of Computer-Based Instructional Systems.

**Association for the Development of Computer-based Instructional Systems.**

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; *Computer Assisted Instruction; Computer Graphics; *Computer Literacy; *Computer Oriented Programs; Computers; Electronic Equipment; Material Development; Media Research; Production Techniques; *Program Descriptions; Simulation; *Training Methods
IDENTIFIERS- *Computer Uses in Education; Intelligent Videodisc Systems; PLATO

This collection of 116 papers begins with 5 presentations on the general theme of computer literacy and intelligent computer assisted instruction, and covers a wide variety of topics related to training and education at all grade levels. The remaining papers are divided according to special interest group categories: (1) computer-based training; (2) elementary, secondary, junior college; (3) educators of the handicapped; (4) health education; (5) computer-based home economic instruction; (6) implementation; (7) math; (8) computer-based music; (9) PLATO users; (10) mini/microcomputer systems in computer-based instruction; (11) theory and research; and (12) project reports. Within the broad topic categories, individual papers discuss simulation, computer graphics, computer software, hardware, production systems, computer literacy, specific projects, and case studies. Most papers include abstracts and references. (LMM)

ED 230 182 IR 010 703

*van der Vyver, Dawid H., Ed.*
Computers in Education. Proceedings of the South African Congress. = Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse Kongres.
**Stellenbosch Univ. (South Africa).**
REPORT NO.- ISBN-0-908422-79-2
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Managed Instruction; *Computer Oriented Programs; Foreign Countries; Information Networks; *Microcomputers; Models; Program Implementation; Programing; *Second Language Instruction; Teacher Education
IDENTIFIERS- PLATO; *South Africa

The 54 conference papers and abstracts on the possible role of computers in the world of education in the Republic of South Africa which are presented in this volume are published under the sections and in the order in which they appeared on the congress program. The names of the sections and the number of presentations in each are as follows: (1) general perspectives, 16; (2) computer-based education in industry, 4; (3) computer-based education in schools, 7; (4) comuter-based education at the tertiary level and in schools, 5; (5) computer-based education at the tertiary level, 10; (6) computers in language teaching, 5; and (7) papers received too late for classification, 7. Specific topics discussed include administration of computer-based education, computer-managed instruction, microcomputer applications and studies, cost effectiveness, teacher training, authoring techniques, networks, computer-assisted testing, and curriculum development, as well as applications in specific subject areas. Some papers include references and an author index is provided. (LMM)

ED 230 183 IR 010 704

*Lockhart, Kathleen A.; And Others*
The Effects of the Timing of Feedback on Long-Term Knowledge
Retention in PSI Courses. Final Report.
**Navy Personnel Research and Development Center, San Diego, Calif.**
REPORT NO.- NPRDC-TR-83-13
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cost Effectiveness; *Feedback; Higher Education; *Long Term Memory; Retention (Psychology); *Test Format; *Test Items; Test Results; Test Use; Undergraduate Students
IDENTIFIERS- *Personalized System of Instruction

Three experiments were conducted, all employing undergraduates in college courses taught according to personalized system of instruction (PSI) principles. Experiment I examined retention as a function of the feedback delay interval in an introductory anthropology course using short-answer essay tests. Experiment II varied the feedback delay interval, the informational quality of the feedback, and test item type, and Experiment III examined delay and item type in a psychology course on experimental design. Results showed that neither delayed nor immediate feedback produced superior, long-term knowledge retention, regardless of feedback quality. Further, subjects in the immediate feedback conditions did not repeat initial errors more frequently than did delay subjects. The frequent, repeatable-quizzing aspect of PSI may make feedback a less potent variable than in other courses, and results do not support the use of immediate feedback when cost considerations and convenience or administration are important. Fourteen references and 16 data tables are included. (LMM)

ED 230 184 IR 010 705

*Evans, Evan C., III*
Establishing Data-Exchange Networks Through Data Management & Telecommunications.
**Naval Ocean Systems Center, Kaneohe Bay, HI.**
PUB DATE- 15 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Conservation (Environment); *Databases; Data Processing; Design Requirements; Environmental Standards; *Information Networks; Information Retrieval; Information Storage; *Man Machine Systems; *Natural Resources; Online Systems; Scientists; Telecommunications
IDENTIFIERS- *Database Management Systems; Navy; Resource Management

This paper describes several pilot systems of data management using telecommunications links, which have been tested by the Navy during an 8-year period in which emphasis has been on the development of relational database management systems, exchange protocols, and man-machine interface. An introduction discusses the background of the project, which began as an attempt to computerize natural resource and environmental survey data for Navy-controlled United States land. The three prototype management systems described were developed because of the multidisciplinary character of the data and the diversity of the data uses. The fundamental problems of taxonomy, habitual procedures, and reliability are addressed. Emphasis is on the natural scientist as a computerized-system user, the user interface, and data exchange applications. An expanded database management system currently under development is also briefly described. (LMM)

ED 230 185 IR 010 706

*Gadzella, Bernadette M.*
High School Students Participate in a CAI Study Skills Program.
SPONS. AGENCY- East Texas State Univ., Texarakana.
PUB DATE- 27 Jan 83
GRANT- 1501-9206
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Computer Assisted Instruction; *Computer Programs; Field Tests; High Schools; High School Students; Individualized Instruction; Interpersonal Competence; Learning Modules; Microcomputers; Motivation Techniques; Notetaking; Reports; *Study Skills; Test Wiseness; Time Factors (Learning)

A 10-module computer-assisted instruction (CAI) program on study skills was field tested to determine its effectiveness with high school students, using 50 advanced seniors in a large Texas high school as subjects. The program consisted of a study skills pretest, the CAI modules, a notebook on study skills, and a posttest. The modules were programmed on a Commodore Pet microcomputer. Students in the experimental group were asked to complete one module per week during their free periods, while students in the control group were given a copy of the notebook and asked to go through the modules without the microcomputer. The module topics were time management, memory improvement, notetaking, textbook reading, examination taking, report writing, oral reporting, scholastic motivation, and interpersonal relations. Results indicate that the experimental group scored significantly higher than the control group on two of the subscales and on the total test. There were large differences among students in time spent on the CAI modules. The findings indicate that students who go through the CAI modules gain greater insights into effective study skills in the module's 10 focus areas and the use of the CAI in teaching study skills is supported. Suggestions for future research are included. (LMM)

ED 230 186 IR 010 707

*Hayes-Roth, Barbara*
Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems.
**Rand Corp., Santa Monica, Calif.**
REPORT NO.- Rand-P-5854
PUB DATE- Apr 77
AVAILABLE FROM- Rand Corporation, Main St., Santa Monica, CA 90406 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Artificial Intelligence; *Cognitive Processes; Cues; *Cybernetics; *Design Requirements; Epistemology; Literature Reviews; *Pattern Recognition
IDENTIFIERS- *Pattern Matching; Pattern Meaning; Prototype Acquisition; Stimulus Complexity

This paper presents evidence that four design principles commonly embodied in artificial knowledge systems are inconsistent with human cognitive capabilities. Because these principles are widely accepted as characteristics of human knowledge processing, common theoretical properties related to cognitive psychology and artificial intelligence which are apparent in pattern processing research, are considered, including (1) canonical meaning representations of stored patterns; (2) prototypes as representations of classes of stored patterns; (3) pattern-matching processes that must fully evaluate all stored patterns that partially match a target pattern; and (4) pattern-matching processes that are influenced by pattern complexity and limited processing capacity. This characterization of human pattern processing is critically evaluated in light of recent psychological studies, and the implications of these results for artificial knowledge systems design are discussed. Forty-two references are listed. (LMM)

ED 230 187 IR 010 708

Interactive Videodisc for Special Education Technology. Final Report.
**Utah State Univ., Logan.**
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 82
GRANT- G007904510
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Autoinstructional Aids; *Computer Assisted Instruction; Computer Programs; Design Requirements; *Disabilities; Individualized Instruction; *Input Output Devices; Instructional Materials; Microcomputers; *Production Techniques; Program Descriptions; Programing; *Videodisc Recordings
IDENTIFIERS- *Intelligent Videodisc Systems; *Interactive Videodisc for Spec Educ Tech

This report provides a summary of the 2-year IVSET (Interactive Videodisc for Special Education Technology ) project which refined microcomputer and videodisc system hardware, produced instructional packages, and investigated the system effectiveness. These activities built on the achievements of a pilot project which had developed a preliminary microcomputer videodisc system and an initial prototype instructional package for self-paced, individualized instruction for handicapped students. The report specifically discusses project objectives and activities; hardware and software systems; the instructional programs for time-telling, coin identification, word recognition, directional prepositions, and beginning sight reading; videodisc production and programming processes; IVSET staff experiences in producing interactive videodisc programs; and field test results. Nineteen dissemination presentations and publications are listed. Appendices contain the user's guide to the microcomputer/videodisc system; objectives, prerequisite skills and script samples for the instructional programs; information on the installation and operation of the light interrupt touch panel; and a description of a system for the development and presentation of interactive videodisc instruction. Thirty tables and figures are provided. (LMM)

ED 230 188 IR 010 709

*Siegel, Ernest, Comp.*
New Jersey Mediagraphy.
**New Jersey Historical Commission, Trenton.; William Paterson Coll., Wayne, N.J.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Audiodisc Recordings; Audiotape Recordings; *Audiovisual Aids; Filmographies; Films; *Filmstrips; *Geography Instruction; *History Instruction; *Instructional Materials; Slides; Videotape Recordings
IDENTIFIERS- *New Jersey

This mediagraphy lists 236 audiovisual materials on New Jersey subjects. The media presented include film, filmstrips, video and audio cassettes, records, and slides. History and geography are emphasized, but subject areas include the social and natural sciences, arts and letters, medicine, and ecology. Entries are listed alphabetically by title, and each contains the name and address of the producer and distributor, year produced, type of medium, suggested grade level, presentation length, and a brief annotation. The entries appear to have been identified largely via the National Information Center for Educational Media (NICEM). Grade level designations are pre-school and kindergarten, primary, intermediate, junior high school, high school, college, teacher education, adult education and general use, special education, religious, professional use, and industrial use. A subject index is included. (LMM)

ED 230 189 IR 010 711

*Erickson, Frederick; Wilson, Jan*
Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
**Michigan State Univ., East Lansing. Inst. for Research on Teaching.**
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- 82
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Documentaries; Elementary Secondary Education; Guides; *Instructional Films; Production Techniques; Projection Equipment; *Protocol Materials; *Research Methodology; School Activities; Teacher Education; *Videotape Recordings
IDENTIFIERS- United States

This 2-section guide covers both professionally-produced documentaries for a general viewing audience and footage produced by researchers for their own viewing in data collection and analysis. The first section, which focuses on edited documentaries, includes information on how documentaries are produced and on usefulness and realism, a catalog of edited documentaries about schools, and advice on showing and discussing the documentary with an audience. The second section discusses the production and use of research documents, approaches and purposes, and how to present research footage to audiences. An annotated bibliography and a short list of research projects are included. Five main topics are interspersed throughout the guide: (1) issues in making and showing footage for effective teaching in research and staff development; (2) viewers' perspectives and expectations; (3) points of access to networks of documentary film products, distributors, and researchers who use audiovisual documents; (4) an introduction to basic intellectual sources, especially in the research literature; and (5) consumer protection information about unintentional and intentional distortion and about ethical problems in the production and use of commercial and research footage. (LMM)

# DOCUMENT RESUME

ED 230 190 IR 010 712

*Macintyre, A.; And Others*
School Broadcasting in Scottish Schools. Report of the Inter-College Research Project on School Broadcasting.
**Scottish National Inter College Committee on Educational Research (Scotland).**
SPONS. AGENCY- Scottish Education Dept., Edinburgh.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Radio; *Educational Television; *Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; *Programing (Broadcast); Secondary School Curriculum; Staff Role; Student Attitudes; Teacher Attitudes; Teacher Education; *Use Studies; Video Equipment
IDENTIFIERS- Media Use; *Scotland

This report summarizes findings from an investigation of instructional television and radio utilization in Scotland, which was undertaken in three stages: (1) interviews with head teachers and audiovisual technicians or auxiliaries in 100 primary and 100 secondary schools to study the level of broadcast use, organizational and attitudinal factors facilitiating or inhibiting use, teacher awareness of broadcasting resources, and schoool organization; (2) discussions with over 400 primary and secondary teachers to analyze school curriculum and its subject-by-subject relationship to available broadcast materials, and the integration of materials into teaching; and (3) staff and pupil interviews and observations of teachers in 24 primary and 18 secondary schools concerning broadcast use and attitudes toward broadcasts. Following a brief overview of the project, three main aspects of the findings are emphasized, first for primary and then for secondary schools: factors facilitating the effective use of broadcasting (school personnel role and attitudes, personnel training, and school resources); factors pertaining to the effective use of broadcasts; and pupils response. Conclusions and recommendations complete the paper. (LMM)

State Plan for Computer Utilization in North Carolina Public Schools.
**North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.**

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adoption (Ideas); Computer Assisted Instruction; Computer Literacy; Computer Managed Instruction; *Computer Oriented Programs; *Curriculum Development; Data Processing; *Microcomputers; *Models; Objectives; *Program Implementation; School Administration
IDENTIFIERS- Computer Uses in Education; *North Carolina

Intended to establish a philosophical base for the acquisition and utilization of computers for both administrative and instructional purposes, this paper begins by briefly describing instructional applications and listing the necessary elements of a computer literacy program. Administrative applications are discussed in terms of traditional business data processing, computer managed instruction, and information networking capability. Six recommendations are offered to help schools implement microcomputers into their ongoing programs. A sample curriculum design incorporates the developmental sequences of computer awareness, exploration, and specialization, and provides objectives as well as suggestions for implementation. An administrative model describes some possible areas of microcomputer use at both the school system and school building levels. A summary addresses concerns relating to computer utilization and implementation and the role of the State Department of Public Instruction as it provides leadership to local systems. (LMM)

ED 230 192 IR 010 715

Update on the School Market for Microcomputers.
**Market Data Retrieval, Westport, Conn.**

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Programs; Databases; Elementary Secondary Education; Expenditure Per Student; *Input Output Devices; *Microcomputers; *School District Spending; School Surveys; *State Federal Aid; *Use Studies

A comparison of the findings of an annual telephone survey of all 15,000 United States public school districts, which was conducted to update a computer database, with the results of the previous year's survey indicates that microcomputer use is growing very rapidly in schools. Since the first study, the number of schools using microcomputers has increased by over 60% and the number of districts by more than 40%; over 24,000 public schools now use microcomputers in instruction. While local funding availability and larger-size schools and districts are both factors that still identify schools most likely to have microcomputers, the smaller and less well-funded schools are catching up quickly, as shown by their much higher growth rates. It is noted that the change in Chapter II funding (block grants) is apparently benefiting the microcomputer industry. Data tables are included in the report. (LMM)

Black Boxes: The Developing World of Microcomputers. Conference Report.

**Southeastern Regional Media Leadership Council.**

PUB DATE- Feb 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Audiovisual Aids; Automation; Basic Skills; *Computer Literacy; *Computer Oriented Programs; Educational Innovation; Futures (of Society); *Input Output Devices; *Microcomputers; Publications; *Technology Transfer; Videodisc Recordings
IDENTIFIERS- Intelligent Videodisc Systems; *Project BEST

Papers from a media leadership conference are presented in this volume, as well as a foreword, a list of conference coordinating committee members, a message from the director of the council, and the conference agenda. Papers from the three conference general sessions are: "Status of Computer Technology in American Education" by Richard G. Nibeck; "Electronic Futures" by George Jensen; "Down the Road a Piece: The New Communication Technologies and their Impact on Education and Training" by John Strange. Four mini session papers on practical applications to leadership are also included: "The Need for Computer Literacy" by Terry Countermine; "Electronic Advising Support Using Microcomputer-Generated Records" by Rick Daughenbauch; "Interactive Video: A Microcomputer and Video System" by Ron Trice; and "Word Processors to Solve Administrative Problems" by Dan Wright. Also included are descriptions of the University of Alabama's Sterne Library automated library system and of Project BEST (Basic Education Skills Through Technology), a cooperative effort involving the planning and use of modern information technologies to improve the effectiveness of basic skills instruction. Appendices provide resources compiled by the educational technology section of the Florida Department of Education, including computer resource lists, and lists of computer journals, software vendors, software catalogs, and microcomputer manufacturers. A list of conference participants, and council officers and delegates concludes the document. (LMM)

ED 230 194 IR 010 717

*Shavelson, Richard J.; Winkler, John D.*
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds.
**Rand Corp., Santa Monica, Calif.**
REPORT NO.- Rand-P-6781
PUB DATE- Jun 82
AVAILABLE FROM- Rand Corporation, Main St., Santa Monica, CA 90406 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Programs; *Computers; *Cost Effectiveness; Instructional Materials; *Intermode Differences; Media Research; Program Costs; *Program Effectiveness; *Teaching Methods

Claims that computers and other high technology can replace teachers and staff, thereby reducing educational costs, are unwarranted for several reasons. First, most cost analyses focus on hardware costs, which are not the major factor directing the cost of computer assisted instruction (CAI). Second, technology is more likely to change the skill mix of labor in education than to decrease the labor intensity. Third, studies of CAI effectiveness lead to a policy of integrating the computer with the teacher, not replacing the teacher. Finally, the cost of replacing a significant portion of teacher time with CAI is currently prohibitive. This paper includes 19 references. (LMM)

ED 230 195 IR 010 718

A Case Study on Educational Materials and Media in Japan.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.**
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ED-81/WS/107
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Audiovisual Aids; Case Studies; Compulsory Education; *Educational Radio; *Educational Television; Elementary Secondary Education; Film Production; *Instructional Materials; Learning Resources Centers; *Programing (Broadcast); Standards; Textbook Publication
IDENTIFIERS- *Japan

This 4-section report begins with an introductory statement on the overall state of Japan's educational system and covers educational administration, organizations for the promotion of audiovisual instruction in Japan, and educational broadcasting agencies. The current Standards for the Provision of Instructional Aids and Equipment for compulsory schooling are then detailed, and production of instructional materials and equipment is discussed. (Production is handled by two types of organizations: one which produces audiovisual materials including video, films, and transparencies; and the other which produces textbooks and printed materials.) Specific topics addressed include the present status and organization of the production and distribution of educational audiovisual materials, role of the ministry of education in the production of audiovisual materials, educational film production and distribution, production of educational broadcasting programs, and production and distribution of textbooks and printed materials. A discussion of the support system for utilization of teaching materials covers audiovisual laboratories and standards for provision of audiovisual equipment in such laboratories. Conclusions are drawn from the existing educational media situation, and recommendations are made. Ten tables display related data. (LMM)

*Cross, Kenneth D.; And Others*

Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.

**Anacapa Sciences, Inc., Santa Barbara, Calif.**
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- TR-429-1
PUB DATE- Dec 82
CONTRACT- N00014-80-C-0508
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Style; Individual Differences; *Learning Processes; *Map Skills; *Military Training; *Skill Development; Teaching Methods; *Visualization
IDENTIFIERS- Contour Maps; *Topographic Maps

Designed to gain a more thorough understanding of the cognitive processes involved and apply this knowledge in defining improved teaching strategies, this study of contour interpretation (referred to as "position fixing") required 12 subjects to locate their position on a map after being transported, blindfolded, to test sites where terrain relief was the only topographic feature available for referencing. Six of the subjects, who were Marine Corps infantrymen with expertise in map interpretation, exhibited uniform problem-solving strategies, i.e., the use of large landforms (macrorelief) to reduce the size of the area of uncertainty. Six other Marine infantrymen with conventional training but limited experience, employed a different problem-solving strategy from that of the experts, and performed poorly. They focused only on microrelief, attempting to search the large area-of-uncertainty for the map portrayal of small terrain features. Results indicate that cognitive strategy training would increase the position-fixing skill of military map users who have completed a traditional course of instruction in map interpretation and that both expert and non-expert map users would benefit from contour line and landform visualization training. (LMM)

ED 230 197 IR 010 720

*Fitzpatrick, John P.*
Computer-Aided Telecommunications for the Deaf (A Prototype for the Hearing). Final Report.
**Deaf Community Center, Framingham, MA.**
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.
PUB DATE- 1 Dec 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Adoption (Ideas); Computer Assisted Instruction; *Computer Oriented Programs; *Databases; *Hearing Impairments; *Information Networks; Program Evaluation; Social Agencies; *Telecommunications; Use Studies
IDENTIFIERS- DEAFNET; *Electronic Mail

The telecommunications project for the deaf in the greater Boston area which is described is being developed as an institutionalized communication network for the deaf community, following the success of a demonstration project. A summary of the trial operations (DCI.DEAFNET) and demonstration phases is provided, which covers the purchase of equipment and its distribution to a selected group of 34 deaf families and service providers, the establishment of databases for the deaf users, and the development of instructional materials to teach deaf users the system. An assessment of project benefits includes an examination of intended beneficiaries, beneficiaries' needs, other available communication technologies, user characteristics, major expected benefits, actual benefits, message exchange capabilities, information flow to service agencies, barriers to implementation, educational benefits to users, Interactive Language Assistance for the Deaf (ILIAD) and Language-Adjusted News (LAN), medical information availability, and cultural information dissemination. Technical, institutional, geographic, and software-related barriers to implementation and utilization are also described. Additional information is included on strategies for institutionalization, dissemination, and financing. Various public relations and other project-related materials are appended. (LMM)

ED 230 198 IR 010 721

*Buckley, Joseph J.*
A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study.
**California Univ., Santa Barbara.**
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Oct 79
CONTRACT- 300-79-0487
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Computer Programs; Cost Effectiveness; *Databases; *Evaluation Criteria; Feasibility Studies; Information Needs; *Information Networks; *Information Retrieval; Technical Assistance
IDENTIFIERS- Database Management Systems; DIALOG; Stanford Public Information Retrieval System; *Technical Assistance Centers

This report first analyzes the need for a Technical Assistance Center (TAC) Clearinghouse, which would provide a range of services including question answering for state and local education agencies, workshop preparation assistance, and literature surveys. Addressing the question of feasibility of a computerized information retrieval system for the TAC, the second section discusses the capabilities and use of such a system, lists costs, examines the available options, and concludes that an information retrieval system would be both appropriate and cost effective. Software packages are discussed in terms of five evaluation criteria: simplicity, flexibility, comprehensiveness, efficiency, and cost. A comparison based on these criteria is made of a software package available in-house (Lockheed's DIALOG Private File Service) and the Stanford Public Information Retrieval System (SPIRES), a locally-available, commercial product. Additional criteria for use in evaluating the overall effectiveness of an information retrieval system are listed. Conclusions are presented which support the establishment of a TAC clearinghouse and the use of SPIRES is recommended. Seven references are listed. (LMM)

ED 230 199 IR 010 722

*Mayer, Richard E.*
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 1: Description of Research Methods and Results. Final Report.
**California Univ., Santa Barbara.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- Oct 82
GRANT- NIE-G-80-0118
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Calculators; *Computer Literacy; Computers; *Learning Processes; *Models; Problem Solving; *Programing; *Programing Languages; Teaching Methods
IDENTIFIERS- *BASIC Programing Language; Learning Strategies; Users

This 5-section report summarizes the results of a project concerned with how novices learn to become creative educational computer users. Based on a cognitive analysis of elementary programming statements in BASIC and calculator language into conceptual units, the project builds on previous research on learning BASIC programming. A general description of the project is followed by a review of the literature on the psychology of computer programming, especially research in cognitive psychology related to beginning programming. The analysis of both a calculator language and BASIC into conceptual units and the evaluation of users' knowledge is then described. Data on the frequency of misconceptions in users' knowledge of calculator and BASIC languages are presented. Focusing on instructional techniques useful in the remediation of specific misconceptions of users' knowledge of calculator and BASIC languages, the final chapters explore the effectiveness of teaching mental models and whether use of the models enhances problem-solving performance. References are included in each section, and an appendix lists additional papers and publications which are products of the project under review (either published or in preparation). (LMM)

*Mayer, Richard E.*
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 2: Summary of Research for Practitioners.

Final Report.
**California Univ., Santa Barbara.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
Teaching and Learning Program.
PUB DATE- Oct 82
GRANT- NIE-G-80-0118
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Calculators; *Computer Literacy; *Computers; *Curriculum Development; Design Requirements; Individual Differences; *Learning Processes; Man Machine Systems; Models; *Programing; Programing Languages; Teaching Methods
IDENTIFIERS- BASIC Programing Language; Chunking; Learning Strategies

This three-part volume provides a summary, for use by practitioners, of a project concerned with how novices learn to become creative educational computer users. The first chapter examines techniques for increasing the novice's understanding of computers and computer programming, and specifically analyzes the potential usefulness of five recommendations for the design of computer literacy curricula. For each recommendation, a statement of the issue, an example, relevant background, and a brief review of the relevant research literature are provided. In the second chapter, a framework is presented for describing users' knowledge of how a simple 4-function calculator operates, and data on individual differences among novices and experts in their conceptions of a calculator's internal operations for various sequences are summarized. The third chapter provides a summary of a study in which 30 undergraduates learned BASIC programming language through a self-paced mastery manual and were tested on their mental models for the execution of each of nine BASIC statements. A catalog is then presented of beginning programmer's conceptions of the internal functions of the computer for each of the BASIC statements based on test results. Each section includes tables and references. (LMM)

ED 230 201 IR 050 256

*Hale, Robert G.; And Others*
A Guide to School Library Media Programs.
**Connecticut State Board of Education, Hartford.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Check Lists; Elementary Secondary Education; *Learning Resources Centers; Library Administration; Library Collections; Library Equipment; Library Facilities; *Library Instruction; Library Materials; *Library Planning; *Library Services; Library Skills; Program Development; *School Libraries; Tables (Data)

This document presents guidelines for establishing, modifying, and building library media programs which effectively meet the needs of students. It is divided into five sections: (1) The Process of Program Development, which discusses planning a library media program and its relationship to curriclum development; (2) The School Library Media Program, which describes curriculum support, a taxonomy of library media activities, and library media skills instruction; (3) Learning Resources, which discusses print, nonprint, and mixed media collections as well as space and equipment requirements; (4) Program Management, which looks at district-level and school-level management, staffing requirements, and fiscal considerations; and (5) Moving into the Future, which briefly discusses the increasing use of computer and related technologies in schools. Tables provide lists of library media skills, competencies related to grade level, media center specifications for large and small schools, auxiliary facility requirements, and media equipment needs. Appendices include various items of legislation, policy statements, and sample forms and procedures related to school library media programs as well as an 11-item bibliography. (ESR)

ED 230 202 IR 050 260

Library Statistics of Colleges and Universities. Summary Data 1979.
**Association of Coll. and Research Libraries, Chicago, Ill.**
PUB DATE- 82
AVAILABLE FROM- Association of College and Research Libraries, 50 East Huron St., Chicago, IL 60611 ($10.00 per copy for members; $13.00 per copy for nonmembers; enclose a mailing label).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Academic Libraries; Higher Education; Interlibrary Loans; Library Circulation; *Library Collections; *Library Expenditures; *Library Personnel; Library Surveys; National Surveys; Questionnaires; Reference Services; Salaries; Tables (Data)

IDENTIFIERS- *Higher Education General Information Survey; *Library Statistics

The 36 tables in this report present summaries of unpublished data gathered in a [illegible] survey of college and university libraries which was part of the Higher Education General Information Survey (HEGIS) conducted by the National Center for Education Statistics (NCES). Included are statistics on library book and periodical holdings; materials added in 1979; government document, microform, and audiovisual collections; library operating expenditures; expenditures for materials and staff; salaries of professional staff by sex and state; the number of librarians and professional and nonprofessional staff; the number of hours of student assistance; library circulation; interlibrary loan transactions; library hours; and reference questions answered. Separate figures are given for public and private institutions. Final composite tables present selected data on library holdings and staff by state, and library operating expenditures by purpose and state. A sample NCES HEGIS questionnaire is provided with instructions for its use. (Author/ESR)

ED 230 203 IR 050 262

Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements .
**Massachusetts Board of Library Commissioners, Boston.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Formative Evaluation; *Information Needs; Library Networks; *Library Planning; *Library Services; Library Standards; Long Range Planning; Objectives; *Program Development; Program Evaluation; State Agencies; Statewide Planning
IDENTIFIERS- Library Funding; *Library Services and Construction Act; *Massachusetts

These four supplements, which update a 1977 publication and a 1978 supplement, explain changes and additions in the priorities and administration of library programs, services, and activities funded under the Library Services and Construction Act (LSCA) in Massachusetts. Each of the four reports contains an introduction which reviews its purpose and background, the process for evaluation of staff activities of the Board of Library Commissioners, and the appointment and membership of the State Advisory Council on Libraries. Each document also outlines the purposes, criteria, and priorities of six programs for meeting state goals: a statewide and regional impact program, a local impact program, a statewide education and training program, a statewide public relations program, and programs for the blind and physically handicapped and the institutionalized. The 1979 supplement additionally provides a brief description of the 1978 Massachusetts Governor's Conference on Libraries and Information Services, an outline of a statewide standards program, and a 5-year graph for the overall state action program. (ESR)

ED 230 204 IR 050 263

LSCA: Library Services and Construction Act, Title I. Special Project Reports, Fiscal Years 1977, 1978, and 1979 .

**Massachusetts Board of Library Commissioners, Boston.**

PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Disadvantaged; *Federal Aid; *Information Services; Library Cooperation; Library Planning; *Library Services; Objectives; *Program Descriptions; Program Evaluation; *Public Libraries; State Programs
IDENTIFIERS- Library Funding; Library Services and Construction Act; *Massachusetts

These three collections of reports comprise the objectives, background information, project descriptions, and evaluations for public library programs funded through the Library Services and Construction Act (LSCA) in Massachusetts during the fiscal years 1977, 1978, and 1979. The projects reflect the efforts being made by librarians to provide services to unserved and underserverd segments of their population. Included are projects related to library services for children, young adults, the elderly, the institutionalized, the physically and mentally handicapped, and persons with limited English speaking ability, as well as community/library analysis, community health information, and other community projects. Some of these projects involve library cooperation. The 1977 document reviews 24 projects while the 1978 and 1979 documents review 28 and 24 projects respectively. It is noted that the 1979 projects were the first to be drastically affected by tax cutting legislation. (ESR)

# DOCUMENT RESUME

ED 230 205 IR 050 272

*Russell, Keith W., Comp.*
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
**Council on Library Resources, Inc., Washington, D.C.**
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cataloging; *Classification; Databases; Definitions; Indexing; *Information Retrieval; *Online Systems; *Subject Index Terms
IDENTIFIERS- *Bibliographic Data Bases; *Library of Congress Subject Headings

A meeting was held to explore critical issues and problems related to subject access to online bibliographic records of monographic literature. The 23 researchers, practitioners, and policymakers who attended represented national and research libraries, bibliographic utilities, database vendors, library schools, indexing and abstracting services, and other organizations. Recommendations for study and action in several areas (subject heading, classification, database, and general issues) were prepared by small working groups and refined by the entire group into a set of 16 recommendations to improve subject access for users. Priorities were also established to divide the recommendations into short-term, long-term, and other projects. This final meeting report includes five papers: (1) "Subject Access/Subject Authority," by C. Lee Jones; (2) "Subject Access in Library of Congress Catalog Records," by Lucia J. Rather and Mary K. Pietris; (3) "Affordable Enhancements to Bibliographic Records for Subject Access," by William Mischo; (4) "Word, Phrase and Term (Descriptor) Searching," by Elaine Svenonius; and (5) "Classification as an Online Subject Access Tool," by Pauline Cochrane. The 16 recommendations, which deal mainly with Library of Congress Subject Headings (LCSH), are also presented, as are working definitions of "subject access" suggested by the participants. The report further describes meeting agenda and discussions and reviews progress made relative to the recommendations since the meeting.

(ESR)

ED 230 206 IR 050 273

The South Carolina Program for Library Development, 1983-1988, under the Library Services and Construction Act (P.L. 95-123, FY 1983).
**South Carolina State Library, Columbia.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Information Needs; Library Cooperation; Library Networks; Library Personnel; *Library Planning; *Library Services; *Library Standards; *Long Range Planning; Objectives; *Program Development; State Libraries; Statewide Planning
IDENTIFIERS- Library Funding; *Library Services and Construction Act; Library Statistics; *South Carolina; South Carolina State Library

Prepared as an outline of the long range South Carolina library development program required by the Library Services and Construction Act (LSCA), this document describes: (1) the library public, with emphasis on disadvantaged, blind, physically handicapped, elderly, and institutionalized persons as well as persons with limited English speaking ability; (2) library education, library networks, and libraries in South Carolina, including its state, public, institutional, academic, and special libraries, school library media centers, and TEC (technical college) learning resource centers; (3) the criteria, priorities, and procedures to be used for measuring the adequacy of library services, library buildings, and interlibrary cooperation; and (4) program goals and objectives, which include strengthening of the state library, improving public library services, extending library services to the institutionalized and physically handicapped, and enhancing library cooperation. Appendices comprise the text of the South Carolina Code, 1976, Title 60; compilations of public, institutional, and academic library statistics, including a comparison of academic library statistics with ALA standards; data showing the number of public assistance applicants and food stamp participants by county; a compilation of recent statistical trends from the South Carolina Statistical Abstract; a sample library state aid agreement form; and the 1983 membership list of the South Carolina State Advisory Council on Libraries. (ESR)

ED 230 207 IR 050 274

Texas Public Library Statistics for 1981: An Analysis.
**Texas State Library, Austin. Dept. of Library Development.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Definitions; Interlibrary Loans; Library Circulation; *Library Collections; *Library Expenditures; Library Materials; Library Networks; *Library Personnel; *Library Services; Library Surveys; *Public Libraries; Questionnaires; Ratios (Mathematics); Salaries; Tables (Data)
IDENTIFIERS- Library Funding; *Library Statistics; *Texas

Intended for use by librarians and library administrators, this document presents information derived from the 1981 Annual Report/System Membership Applications submitted by public libraries in Texas. Statistics are included on library populations served; library holdings; library circulation; library services; interlibrary loan transactions; library expenditures; library funding; library personnel; professional salaries; and various output measures including total circulations per capita, turnover rates for bookstock and library holdings, total circulations per staff member, program attendance per capita, and reference questions answered per capita. The analysis is divided into four sections, three of which present the statistics organized on the basis of regional library systems, groups of population served, and total expenditures. The fourth section presents percentages for the distribution of library expenditures by such variables as region, source of income, size of population served, and type of expenditure. Brief instructions and illustrations showing how to read the tables are provided. Appendices comprise the survey form and instructions for its use as well as definitions of terms and variables used in the analysis. (ESR)

ED 230 208 JC 820 482

*Schuman, David*
Education and Solipsism.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational History; *Educational Philosophy; *Institutional Characteristics; *Nontraditional Education; *Organizational Objectives; Two Year Colleges; Values Education
IDENTIFIERS- *Deep Springs College CA

Too frequently college education takes place in an environment that isolates and fragments the individual rather than in one that not only allows but demands moral, ethical, and emotional growth. Deep Springs College, which was founded in 1917 with the goal of developing responsible, altruistic, and idealistic citizens, seeks to provide its students with the opportunity to find out what it means to make decisions and to live with the consequences. The college is located in a 50-square-mile desert valley and is socially self-contained. Its approximately 25 students work 20 hours a week on the college's cattle ranch as an integral part of their education. There is no core curriculum and no degrees are awarded, but courses are rigorously academic in form and content, and most students transfer to conventional colleges as juniors after 2 or 3 years. The power structure of the college is relatively diffuse with the student body having responsibility for the conduct of its own members, a director whose powers are not spelled out, and a board of trustees which does not involve itself with the college's day-to-day operation. The college's isolation, the distribution of powers and the integrated programs of study, labor, and self-government provide the context for developing individuals who are schooled not just in the academic sense but also as responsible and compassionate human beings. (HB)

ED 230 209 JC 830 131

Cooperative Education Employer's Guide.

**Dallas County Community Coll. District, Tex.**

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Community Colleges; *Cooperative Education; Cooperative Programs; Educational Benefits; Education Work Relationship; Instructor Coordinators; *School Business Relationship; Two Year Colleges; Vocational Education; *Work Experience Programs

Designed for employers in the Dallas County area, this guide provides questions and answers on cooperative education in the Dallas County Community College District (DCCCD). Introductory material defines cooperative education as a process in which schools and industry participate to provide a relevant working experience for students and provides a brief history of the development of cooperative education in the United States. Next, the guide illustrates the steps in the cooperative education process, indicating that: (1) the employer pinpoints needs and defines positions, contacts the cooperative education director at the college, and selects students; (2) the instructor/coordinator meets with the student and supervisor to establish objectives and discuss program requirements; (3) the student works toward the fulfillment of the objectives; and (4) the instructor/coordinator evaluates the student's progress, submits a report, and issues a grade. The next sections discuss cooperative education students and their expectations, and outline the roles of the instructor/coordinator, supervisor, and student. Next, the guide highlights the benefits of cooperative education for the student, employer, college, and community. Finally, the 51 cooperative work experience programs offered by the seven colleges in the District are listed. (HB)

ED 230 210 JC 830 154

*Matulich, Loretta*
Contract Learning in the Traditional Technical Writing Class.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Community Colleges; *Content Area Writing; Course Descriptions; Course Objectives; *Performance Contracts; *Technical Writing; Two Year Colleges
IDENTIFIERS- *Clackamas Community College OR

At Clackamas Community College, a system of contract learning has been adapted for use in a technical writing class. The course focuses on teaching the essentials of technical writing (i.e., clarity and organization in report writing); the basic employment attitudes that local businesses and industries expect; and the form of writing that the student's major field demands. After spending half of the course learning the core elements of technical writing, the contract learning process begins. The learning contract specifies objectives, resources and strategies, target date for the completion of a final project, evidence of learning, and evaluation of learning. In this second part of the course, students and instructors agree upon the types of reports to be produced, e.g., lab reports for science majors or feasibility reports for accounting majors. Students select resources (e.g., texts or library materials) or resource people (e.g., content area faculty or experts in their field) to advance their research or experimentation; and meet in weekly conferences with the technical writing instructor. On the basis of a final report and oral presentation, the technical writing instructor with input from the outside resource people assigns the course grade. The contract learning process has brought out students' creativity, self-confidence, and organizing ability and has provided a medium for communication with business and industry. Relevant forms are appended. (HB)

ED 230 211 JC 830 163

*Herman, Paul*

Report to the Humanities Department on Possible Contributions of the Academic Programs to Other Fraser Valley College Programs.

**Fraser Valley Coll., Chilliwack (British Columbia).**

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Curriculum; College Planning; Community Colleges; *Curriculum Development; *Educational Trends; *General Education; *Long Range Planning; Program Design; Teacher Participation; Two Year Colleges

A rationale and guidelines are presented for the development of a general education program at Fraser Valley College (FVC). Section I notes some of the factors in the United States, Canada, British Columbia, and FVC that favor or hinder the strengthening of general education programs. Section II presents a justification for a general education program at FVC, provides a definition and context for such a program, and describes the roles of academic faculty in program development and implementation. Section III examines the form FVC's general education program should take and includes a discussion of the immediate and long-term prospects for its development. Section IV proposes steps for program implementation, including: (1) the development of the first general education course in "Work," "Science, Technology, Contemporary Society, and Values," or "Work and Values," depending upon the availability of an appropriate faculty member; (2) the preparation for additional and more ambitious courses by, for example, compiling a resource bibliography, visiting schools with existing general education programs, and developing general education modules for various courses; (3) the development of the core of the general education program focusing on language and logic, work, heritage, and nature; (4) the assignment of a faculty member to coordinate a continuing general education program; and (5)the restructuring of the organization of existing academic programs. Appendices include a list of faculty members' areas of interest and suggestions for courses, a list of college resources, and a bibliography. (HB)

ED 230 212 JC 830 168

*Garlock, Jerry C.*
Update Management Compensation. ACCCA Management Report, 1982-3/3.
**Association of California Community Coll. Administrators.**
PUB DATE- 3 Mar 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- *Administrators; College Instruction; College Presidents; *Community Colleges; *Fringe Benefits; Multicampus Districts; *Salaries; School Business Officials; Student Personnel Workers; Two Year Colleges; Working Hours
IDENTIFIERS- *California

This report presents data obtained from a study by the Association of California Community College Administrators to determine levels of remuneration and benefits of community college administrators in California. Table 1 lists the highest salaries currently being paid to the Chief Instructional Officer, Chief Business Officer, and Chief Student Services Officer at each of 47 community colleges and in 20 multi-campus districts. Table 2 presents data from 50 community colleges on the highest salary paid to administrators in the top five levels of management, the number of "on the job" duty days required, and the number of contract months per year, if less than 12, for these personnel. Table 2 also provides the same information for 20 multi-campus districts based on the level of the highest paying campus in the district. Table 3 highlights unique benefits accorded to chancellors and district superintendents by individual colleges and districts, including vacation, automobile, and transportation allowances. Finally, table 4 specifies the benefits given to other managers beyond those which faculty receive. (HB)

ED 230 213 JC 830 180

*Magidson, Errol M.*

Science for the Eighties: Final Project Report.

**Chicago City Colleges, Ill. Kennedy-King Coll.**

SPONS. AGENCY- National Science Foundation, Washington, D.C. Minority Institutions Science Improvement Program.
PUB DATE- 28 Apr 82
GRANT- SER-78-16446
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; Community Colleges; Computer Assisted Instruction; Faculty Development; Majors (Students); Multimedia Instruction; *Program Improvement; School Holding Power; *Science Instruction; Social Sciences; Teacher Developed Materials; Teacher Recruitment; Two Year Colleges

This report summarizes the goals, objectives, and activities of a project conducted at Kennedy-King College to provide the time and resources for instructors to develop multi-media curriculum materials for use in biology, psychology, and social science courses. Introductory material outlines project objectives in terms of resource development and student impact. Next, the project is evaluated in relation to its nine objectives: (1) to develop multi-media materials; (2) to obtain the software and equipment necessary for individualized instruction; (3) to develop faculty competencies; (4) to obtain technical personnel; (5) to promote interdisciplinary cooperation; (6) to improve student performance; (7) to increase student interest; (8) to encourage students to major in the sciences; and (9) to improve student course completion rates. This section describes resources and methods used and results attained. Then, conclusions are presented, highlighting the problems and accomplishments of the project, and future activities are projected. Finally, information on budgeting expenditures and modifications is provided. Appendices include external evaluation conclusions, forms for instructor evaluation of materials, lists of videocassettes and films selected for curriculum use, student evaluations of curriculum materials, and estimates of students who used the materials. (HB)

ED 230 214 JC 830 182

Status of Open Door Admissions. Issues, Trends and Projects Committee Report No. 1.
**National Council of State Directors of Community-Junior Colleges.**
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Budgeting; *Community Colleges; *Educational Philosophy; *Educational Trends; *Enrollment Influences; National Surveys; *Open Enrollment; Questionnaires; State Legislation; Two Year Colleges

In January 1983, a study was conducted to determine the level of commitment of community colleges throughout the United States to the philosophy of open door access to enrollment. A questionnaire was mailed to each state director of community college education to determine whether the state had a formal commitment to an open door admissions policy, whether the commitment was made policy in a written document, and whether the policy had legal status. In addition, the officials were asked to cite widely reported statements on the open door concept within the state; to indicate the budgetary factors impeding open door admissions; and to answer questions regarding the role of enrollment projections in the budgetary process. Study findings, based on responses from 37 states, included the following: (1) 30 states had a formal commitment to the establishment and maintenance of an open door admissions policy to the community colleges, and in 29 states this commitment was contained in a written document; (2) in 10 states legal status was given to this commitment through statute, in 21 states by administrative regulation or policy, in 8 states by precedent and practice, and in 1 state by court ruling; and (3) there appears to be a growing trend to curtail enrollments by means of the budgeting process. The study report provides a state-by-state analysis of survey responses and includes the survey instrument. (HB)

ED 230 215 JC 830 191

# Principles and Guidelines for Faculty Evaluation at South Oklahoma City Junior College. Revised FY 1982-83.

**South Oklahoma City Junior Coll., Okla.**

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Administrative Principles; *College Faculty; Community Colleges; *Evaluation Criteria; *Self Evaluation (Individuals); Standards; *Teacher Effectiveness; *Teacher Evaluation; Two Year Colleges

Materials used in South Oklahoma City Junior College's faculty evaluation process are presented in these three booklets. First, the principles and guidelines applying to all areas of the faculty evaluation process are presented, including: (1) evaluation is dependent upon shared responsibility and rigorous professional judgments; (2) only agreed upon items are evaluated; (3) information upon which the evaluation is based should be known to both the faculty member and manager prior to the performance conference; (4) evaluation deals with quality rather than quantity and includes subjective and objective judgments; (5) evaluation is based on a non-exclusive set of standard indicators, and in any given area more than one indicator may be needed to derive a rating; and (6) special objectives (e.g., retention, recruitment, or staff development) are evaluated under the area of the evaluation form to which they apply. Next, principles and guidelines for specific areas to be evaluated are presented. The next two booklets contain the faculty self-evaluation form and the manager evaluation of faculty performance form, which provide criteria for judging faculty effectiveness with students, course learning materials, instructional programs, administrative functions, and college and community activities. These two forms present indicators of standard, below standard, and above standard performance and explain the weights to be assigned to each of the five evaluation categories. (HB)

ED 230 216                                   JC 830 194

*Bryant, Henry A.*
Towards New Directions in Black Studies: Black Studies, the Computer Age.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at ..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Black Education; *Black Studies; Community Colleges; *Computer Oriented Programs; *Educational Technology; Employer Employee Relationship; *Multicultural Education; Two Year Colleges; Videotape Cassettes
IDENTIFIERS- Laney College CA

The importance of utilizing computer-age technology in various aspects of Black Studies instruction is discussed in this paper. After stressing the continued need for Black Studies programs, the paper describes the evolution of an idea to videotape Ethnic Studies course material in order to improve instruction and make material available to students for future reference. The next sections examine the possibility of using computers in Black and Ethnic Studies to store information for easy access by instructors, then suggest specific areas of Black Studies which could be stored on computer discs or video-cassettes, and point out the computer's potential in creating an archive for future research and community service. After addressing the failure of Black Studies departments nationwide to meet university articulation requirments, the paper discusses the proposed establishment of an occupational core of courses at Laney College designed to teach business and industry management and working personnel the concept of multicultural management (i.e., managing employees other than white males) in order to improve employer relationships with minority employees and thus allow for greater productivity in the minority workforce. Finally, the paper describes the results of a survey of managers with a large proportion of minority employees which requested their ideas on the design of such courses. (DAB)

ED 230 217 JC 830 206

*Sheldon, M. Stephen*
Research and Educational Decisions: An Editorial.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Community Colleges; Educational Finance; *Financial Problems; Followup Studies; Longitudinal Studies; *Retrenchment; *School District Autonomy; State Aid; State Surveys; *Statewide Planning; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California; *Statewide Longitudinal Study CA

The great diversity of the student population in California's community colleges and the 1982 cut of $30 million in the community colleges' budget are forcing colleges to make decisions regarding which courses and programs to eliminate, which students to disenfranchise educationally, and the priorities that should be assigned to courses. In answering these questions, three major criteria should be considered: (1) the value of the course or program to the individual and the community; (2) the cost of the course or program; and (3) the availability of similar instruction elsewhere in the community. If these criteria are applied, the groups that would be educationally disenfranchised, defined in terms of the student prototypes identified by the recently completed California Statewide Longitudinal Study of community college students, would include undisciplined transfers, basic skills students, and vocational students in programs that do not lead to jobs. Decisions about which courses and programs to cut, however, should be made with the aid of as much information as is available by the groups best positioned to make the decisions, that is, by the faculty, administrators, and trustees of the individual colleges, rather than by state-level administrators. (HB)

ED 230 218 JC 830 207

*Oromaner, Mark*
Comprehensive Science Evaluation Project: Hudson County Community College. Final Report.
**Hudson County Community Coll., Jersey City, NJ.**
SPONS. AGENCY- National Science Foundation, Washington, D.C. Minority Institutions Science Improvement Program.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- College Planning; Community Colleges; *Curriculum Development; *Curriculum Problems; Foreign Students; Literature Reviews; Minority Groups; Needs Assessment; Questionnaires; School Surveys; *Science Curriculum; *Science Instruction; Student Attitudes; Student Characteristics; Teacher Attitudes; Teacher Characteristics; Two Year Colleges

A summary is provided of the goals, objectives, activities, and findings of Hudson County Community College's (HCCC's) comprehensive science evaluation project. After introductory material outlines the status of science education at HCCC, the project's objectives are presented; i.e., to analyze the college's science courses and their ability to prepare students for careers; to assess the adequacy of HCCC's science facilities; to identify the curriculum needs of HCCC's general education and basic skills programs; to examine approaches to science education used in various program areas; and to develop a science improvement plan for the development of curriculum and resources over a 5-year period. The report then describes the activities designed to achieve these objectives, beginning with the creation of a Science Improvement Plan Committee. Next, the report presents the results of: (1) a literature review; (2) a study of science education at colleges in New York and New Jersey; (3) a faculty survey focusing on their characteristics, background, and attitudes toward science and math requirements and electives, laboratory components for courses, minority student needs, and curriculum needs and objectives; and (4) a student survey investigating personal and academic characteristics, and attitudes and preferences regarding math, science, and computer science courses. Finally, a science improvement plan is presented. Appendices include the questionnaires and marginal frequency responses. (HB)

# DOCUMENT RESUME

ED 230 219 JC 830 208

*Terry, Jo-Ann W.; Jacques, Edith*
A Statewide Program Network That Works. NCCSCE Working Paper Series.
**National Council on Community Services and Continuing Education.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Day Care; Adult Education; Aging Education; Business Education; Child Caregivers; Community Colleges; *Community Services; Consortia; *Continuing Education; *Cooperative Programs; Foster Family; Intercollegiate Cooperation; Small Businesses; *State Programs; Statewide Planning; Unemployment
IDENTIFIERS- *Michigan

The community service/continuing education (CS/CE) departments at Michigan's 29 community colleges have developed a network of joint programming in order to share and duplicate successful programs across the state. This process has been sponsored through the Michigan Community College Community Services Association (MCCCSA), which was founded in 1969 by community service professionals in Michigan to improve communication and currently includes 25 of Michigan's community colleges as active members. Among the major programs that have been developed by the colleges are: (1) the statewide Adult Foster Care training program, which has developed 13 different training curricula and, since 1978-79, has offered 260 course sections and served 4,293 participants; (2) a community college aging consortium, focusing on staff and curriculum development, program and resource sharing, and advocacy for seniors' programs; (3) the Day Care Provider Training Project, which sought to upgrade and update the child care skills of licensed home day care providers; (4) the Foster Parent Education program, which reaches 1,700 foster parents in 28 counties in Michigan; (5) small business seminars to train store management personnel in local shopping malls; and (6) a series of free unemployment conferences, focusing on career development, financial aid, and available services and retraining opportunities. The benefits of networking have included stronger programs, increased access to information, and self-generated professional development. (HB)

ED 230 220 JC 830 209

Report on Remedial Education.
**Illinois Community Coll. Board, Springfield.**
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Ability; Academic Achievement; *College Transfer Students; Community Colleges; Developmental Studies Programs; Educational Diagnosis; Policy Formation; Postsecondary Education; Program Effectiveness; *Remedial Programs; State Surveys; State Universities; Student Needs; *Two Year College Students
IDENTIFIERS- *Illinois

As part of a review of policies and procedures regarding postsecondary remedial education, the Illinois Community College Board (ICCB) administered two surveys in fall 1982. The first survey sampled 10% of the students who had transferred to the state's public universities from a community college in fall 1979 to determine why transfer students from community colleges might be required to take remedial coursework at the universities. The second study, a survey of 52 Illinois community colleges, sought to assess the effectiveness of the colleges' methods of identifying students in need of remedial coursework; the success of students who enrolled in remedial courses; and the overall quality of the colleges' developmental programs. Findings from the surveys indicated that: (1) students who earned associate degrees prior to transfer did not require remedial education, but those who transferred before completing a degree often needed remediation; (2) the most common methods of identifying underprepared students were standardized and college-developed tests, instructor/counselor referral, and student self-referral; and (3) the main method of evaluating student progress in remedial courses was through pre-/post-testing, while the primary method of assessing program effectiveness was through student evaluations. The studies resulted in a revision of ICCB rules governing and defining remedial education. (HB)

---

ED 230 221 JC 830 210

*Gilliland, Ed*
An Apple for the Teacher.
PUB DATE- 25 Apr 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Costs; *Microcomputers; Postsecondary Education; *Printing; Publishing Industry; School Catalogs; *Word Processing

Word processing software and microcomputers can be used in the production of college catalogs with several advantages. The personal computer can assist in all phases of catalog production. In the preliminary preparation of the catalog text, the microcomputer can serve as the central location of all stored data, it can facilitate the editing process, and it can permit updating of the catalog as an ongoing process. In the production phase, the personal computer can provide catalog material to the printer in three formats, i.e., as camera-ready copy, as a printout, or as stored data that will drive the printer's typesetter. The cost-savings effected by the use of the microcomputer will be evidenced primarily in the preparatory advantages, in the elimination of re-keying or re-typing by the printer, in author alteration charges, and in the reduction of proofreading requirements; however, depending upon the amount of service provided by the printer, other costs may be saved as well. The paper includes charts contrasting methods of catalog production based on manuscripts and the use of a computer or word processor, and an illustration of the workflow of catalog production using a word processor. (HB)

---

ED 230 222 JC 830 211

*Larkin, Paul*
Can Colleges and Universities Supply an Adequate Skilled Workforce for High Technology Needs in 1990? Problems, Prospects, and Policy for the Eighties. Research Report No. 82-27.
**Prince George's Community Coll., Largo, Md. Office of Institutional Research.**
PUB DATE- Oct 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Numerical/Quantitative Data (110)
DESCRIPTIONS- Computer Science Education; *Employment Patterns; Engineering Education; Engineering Technicians; Labor Force; *Labor Needs; *Labor Supply; Postsecondary Education; *Technological Advancement

Industry's needs for students with high technology skills are increasing. Bureau of Labor Statistics forecasts project increases between 1980 and 1990 of 58% in the demand for computer professionals, 28% for engineers, and 24% for engineering technicians, compared with an increase of 17% for all workers. Industrial expansion and replacement of workers will produce an annual demand for 120,000 engineers (including 33,000 new openings) and 168,000 technicians (including 21,000 new openings). Graduation trends in high technology fields, however, indicate problems in filling these positions. Workforce needs have increased faster than labor supply due to poor planning and resource allocation at the college level and poor preparation of students in science and mathematics in elementary and high schools. These problems should be addressed through pressure from colleges and universities on local and state boards of education to improve math and science preparation in the schools; flexible provision of skills up-dating for adults in both credit and non-credit programs; and increased funding of high technology education at the state level. Tables showing workforce and educational trends and projections are included. (HB)

ED 230 223 JC 830 214

*D'Amico, Frances C.*
Differences in Role Expectations for Community College Faculty.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Administrator Attitudes; Community Colleges; Degrees (Academic); Educational Background; Reference Groups; *Student Attitudes; *Teacher Attitudes; *Teacher Characteristics; Teacher Responsibility; *Teacher Role; Teaching Experience; Two Year Colleges
IDENTIFIERS- *New York

A study was conducted to investigate the relationship between the occupational and educational experiences of community college faculty and their role expectations; the relationship between faculty reference group identity and role expectations; and the differences in the faculty role expectations held by students, administrators, and faculty. A random sample of 1,202 faculty (N=470), students (N=649), and administrators (N=83) from 9 New York state public community colleges was surveyed using a Role Expectations Questionnaire, a Faculty Characteristics Questionnaire, and an Administrator Characteristics Questionnaire. Study findings, based on an overall response rate of 45%, included the following: (1) despite occupational differences, faculty members agreed on the importance of teaching and classroom activities and research, publishing, and professional activities; (2) faculty holding a doctoral degree gave more importance to research and publication than their colleagues with master's degrees or less, who tended to attach greater importance to student development activities; (3) faculty who considered the community college as their reference group tended to place more importance on teaching and classroom activities and student personal and social development than their colleagues with outside reference groups; and (4) faculty differed with both administrators and students in terms of the importance of various roles. (HB)

ED 230 224 JC 830 215

*Charry, Myrna B.*

The Impact of Selected Academic Curricular Variables on Achievement and Graduation of Open Admissions Students at an Urban Community College.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Academic Achievement; *Academic Probation; College Credits; College Curriculum; Community Colleges; Courses; Majors (Students); Predictive Validity; *Predictor Variables; Remedial Instruction; Two Year Colleges; Two Year College Students

IDENTIFIERS- *Course Taking Patterns; *Queensborough Community College NY

A study was conducted at Queensborough Community College (QCC) to determine whether selected academic variables associated with the way students completed their curriculum differentiated successful (graduated) from unsuccessful (probationary) open admissions students. The study investigated the effects on students' success of the early completion of a remedial reading, writing, or mathematics course; enrollment in advanced courses before the completion of 25 credits; the number of credits attempted during the first three semesters; or the interaction of these elements with each other and with curricular assignment. Data were collected on 198 students who first registered at QCC in 1978. Of these, 99 had been placed on academic probation and 99 would graduate by 1981. The study revealed: (1) the 1981 graduates had completed remedial courses on an average of at least one semester earlier than students on probation; (2) the mean difference between the two groups with respect to early enrollment in difficult courses was significant but low; (3) the mean differences between the two groups with respect to curriculum (Liberal Arts or Career) was not significant; and (4) for liberal arts students, early completion of reading remediation was correlated significantly with academic success. (HB)

ED 230 225 JC 830 217

*Pearce, Frank C.*

A Researcher Turned College President.

PUB DATE- Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- Administrator Characteristics; *Administrator Role; *College Presidents; Community Colleges; Program Evaluation; Research Directors; Two Year Colleges

A personalized account of the value of experience as an institutional research director in undertaking the role of college president is provided in this paper. After initial references to the competing demands made of a college presdient, some qualities appropriate to individuals in this office are identified, including: (1) openness to new ideas; (2) the ability to identify problems and state them in a way that others can understand; (3) the capacity to avoid confusing activities with results; (4) skill in asking pertinent questions to clarify matters, identify underlying assumptions, and ensure that both parties understand what is going on; and (5) the capability of evaluating results on the basis of planned objectives. Next, a method of evaluating institutional programs and support services is discussed, based on self-evaluations responding to questions such as what is the purpose of the program, how does it carry out its purpose, and is there a need for changes to make the program more effective. Finally, the importance of a commitment by all college personnel to the process of evaluation is emphasized. (HB)

*Garber, Zev*
Teaching the Holocaust at a Two-Year Public College.
PUB DATE- 7 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anti Semitism; Community Colleges; Course Descriptions; Course Objectives; *Ethnic Discrimination; European History; *History Instruction; *Jews; *Nazism; Program Development; Two Year Colleges
IDENTIFIERS- *Holocaust

An approach to teaching the Holocaust is described in this report, based on the curriculum of an introductory class on the Holocaust offered at Los Angeles Valley College. First, the purposes of the course are outlined, e.g., to analyze the meaning and implications of the Holocaust, to examine responses from different perspectives, and to evaluate the potential for it to happen again. Next, the course objectives are presented including the development of an awareness of the nature of prejudice, an understanding of the motives of the perpetrators, and a perception of its results for Jewish communities and in terms of later political developments. Following a presentation of the course methods, which consisted of an analysis of the historical evidence, group discussions, and written evaluations, observations on the emphases and approaches which may be taken to teaching the Holocaust are provided. Next, the course outline identifies topics covered, including a definition of the subject; understanding anti-Semitism; and responses to the Holocaust from biblical, rabbinic, mystical, traditionalist, humanist, hassidic, literary, Christian, American Jewish, and Israeli perspectives. Finally, information is provided on written

assignments for the course, which included a book review, novel, biography, article review, journal, role playing/problem solving, or a synthesizing project. (HB)

ED 230 227 JC 830 220

*Coffey, Janis Cox*
Remedial Education in California's Public Colleges and Universities: Campus Perspectives on a Serious Problem.
**California State Postsecondary Education Commission, Sacramento.**
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Standards; Administrator Attitudes; Community Colleges; *Developmental Studies Programs; Educational Trends; Minority Groups; Postsecondary Education; Remedial Mathematics; *Remedial Programs; Remedial Reading; State Colleges; State Universities; Student Personnel Services; Teacher Attitudes
IDENTIFIERS- *California

As part of a statewide study of postsecondary remedial programs and services in California, site visits were conducted at seven community colleges, four state universities, and three campuses of the University of California (UC). Interviews with at least five administrators and faculty members at each campus solicited opinions and perceptions regarding: (1) terms used to refer to remedial courses (e.g., developmental, foundational, or skills building); (2) courses that were considered remedial; (3) service to functionally illiterate or semi-literate students; (4) the use and desirability of comprehensive entry-level testing programs in reading, writing, and mathematics for all students; (5) the use of test results for counseling or placement; (6) remediation as a minority student problem or one that cuts across all student populations; (7) views and staffing of remedial programs and support services; (8) credit for remedial courses; (9) program costs; (10) evaluation of program effectiveness; and (11) the history, effects, and future of remediation on campus. The study report summarizes and contrasts the responses of personnel at the community colleges, state universities, and UC campuses. (HB)

ED 230 228 JC 830 223

*Bragg, Ann Kieffer*
Fall 1979 Transfer Study. Report 3: Second Year Persistence and Achievement.
**Illinois Community Coll. Board, Springfield.**
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; *Academic Persistence; Associate Degrees; *College Transfer Students; Community Colleges; Degrees (Academic); Followup Studies; Grade Point Average; Majors (Students); Postsecondary Education; State Surveys; Student Characteristics; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- *Illinois

A five-year follow-up study is being conducted of 10,015 students who transferred from Illinois two-year colleges to 42 senior institutions in the state in fall 1979. An analysis of the persistence and achievement rates of the transfer students during their second year after transfer (1980-81) revealed: (1) 71% of the Associate in Arts (AA)/Associate in Science (AS) degree recipients, 56% of the Associate in Applied Science (AAS) degree recipients, and 57% of the students who transferred without a degree completed the spring 1981 term or earned their baccalaureate prior to it; (2) 31% of the AA/AS degree holders, 19% of the AAS degree recipients, and 11% of those without an associate degree earned their baccalaureate by the end of the second year after transfer; (3) the collective grade point average (GPA) for spring 1981 was 3.01 for AA/AS recipients, 2.99 for AAS degree holders, and 2.82 for non-associate degree holders; (4) while GPA's for all three groups were higher at the two-year institution than at the senior institution, GPA's rose each quarter at the transfer institution; (5) of the students who earned their baccalaureate degrees within two years after transfer, 26% obtained degrees in business, 17% in social and behavioral sciences, and 13% in education; and (6) approximately 8% of the transfer students changed majors from one broad program category to another. (MB)

ED 230 229 JC 830 226

*Koltai, Leslie*
National Task Force to Redefine the Associate Degree: A Preliminary Presentation.
**American Association of Community and Junior Colleges, Washington, D.C.**

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Standards; *Associate Degrees; *Community Colleges; Definitions; Degree Requirements; *Educational Change; *Educational History; General Education; Minimum Competencies; National Surveys; Two Year Colleges

An examination of the role of the associate degree in community colleges in the United States is presented in this report, based on a review of the history of the degree; surveys of community colleges, major companies, educators, and professional associations; and the work of the National Task Force on the Redefinition of the Associate Degree. Part I outlines the evolution of the associate degree during the 20th century and identifies changes in the role of the community colleges during this period. Part II reviews the literature concerning the diversity of the associate degree, its components, ways in which it is perceived and evaluated, and recommendations for its redefinition. Part III provides an analysis of the responses of 72 of 100 community colleges, 29 of 100 high schools, and 12 of 50 Fortune 500 companies to a survey conducted to investigate the value of the associate degree and ways in which it could be improved. Part IV presents the opinions concerning the associate degree of state higher education officers, representatives of educational associations, professors of higher education, high school principals and counselors, and community college faculty and administrators. Part V presents the Task Force's conclusions and recommendations with respect to, for example, general education, degree requirements, and academic standards. Appendices include sample letters to the groups surveyed and definitions of the associate degree. (HB)

*Harris, Jack*
A Synopsis of Keeping Occupational Education Current: Formation and Evaluation--DACUM.
PUB DATE- 4 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Advisory Committees; *Career Education; *College Curriculum; *Curriculum Design; *Curriculum Development; *Job Analysis; Job Performance; Postsecondary Education; School Business Relationship
IDENTIFIERS- *DACUM Process

The DACUM (Developing a Curriculum) process is described in this paper as a method for designing a curriculum that is responsive to the needs of business, industry, health, and public service fields. First, a variety of methods of curriculum development are contrasted with the DACUM process, which involves the construction of a single-sheet performance profile for an occupational field, which is subdivided into individual performances needed to enable an individual to function competently in that general area. After a brief history of the DACUM process, the importance and tasks of a panel of experts and a DACUM facilitator are discussed. This section indicates that the panel, comprised of 7 to 12 experts from the occupational field under analysis, specifies the day-to-day performances needed for career success, and that the DACUM facilitator has responsibility for clarifying panel contributions, balancing group participation, and setting the group pace. Next, the seven-stage process of developing a DACUM chart is outlined. This process includes the orientation of the panel, definition of the occupation, listing of areas of competence, creation of performance statements, review, and revision. Then, the purposes for which DACUM charts can be used are specified (e.g., student recruitment, evaluation of credit, and curriculum review). Finally, the paper discusses the benefits for colleges of using the DACUM process. (HB)

ED 230 231 JC 830 228

*Roueche, John E.; Baker, George A.*
Beacons for Change: An Innovative Outcome Model for Community Colleges.
**American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.**

PUB DATE- 83
AVAILABLE FROM- The American College Testing Program, Publications Department, P.O. Box 168, 2201 North Dodge Street, Iowa City, IA 52243 ($12.00; quantity price, $9.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- College Faculty; Community Colleges; Educational Benefits; *Faculty College Relationship; Faculty Mobility; *Governance; Outcomes of Education; *Participative Decision Making; Rewards; School Holding Power; *Student College Relationship; Student Recruitment; Teacher Employment Benefits; Teacher Recruitment; Two Year Colleges; Two Year College Students

The participatory, outcome-centered model of college governance described in this book focuses on recruitment, rewards, and retention of both students and professional staff. An introduction examines the history and current status of community colleges, presents existing and proposed patterns of administrative and faculty relationships, and discusses these relationships within the context of faculty-learner relations. In addition, the outcome-centered governance model is outlined and its underlying bases identified as collaborative decision making, open communication, extensive personnel interaction, and motivation through reward. The following sections present support for the model and case studies. Section I examines professional recruitment in terms of philosophical commitment, economic environment, social considerations, and hiring procedures; and then addresses learner recruitment with respect to the identification of nontraditional learners, marketing strategy, and service delivery systems. Section II focuses on professional reward in terms of job security and institutional incentives, and on learner reward with regard to career marketability and academic credibility. Section III deals with retention, covering professional retention in terms of faculty development and experimentation, and student retention with regard to assessment, developmental programs, curriculum and instruction, and learner-center programs and services. Finally, prospects for change in the coming decades are explored. (HB)

Questions and Answers Concerning the Higher Education Provisions of the RAISE Bill (Senate Bill 357).

**Miami-Dade Community Coll., Fla.**

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Academic Standards; Access to Education; Adult Basic Education; Community Colleges; *Developmental Studies Programs; *Educational Legislation; Educational Quality; *Equal Education; Minority Groups; Postsecondary Education; Remedial Programs; *State Legislation
IDENTIFIERS- *Florida; *RAISE Bill (Florida)

Questions and answers are presented concerning the consequences for higher education of the passage of the RAISE Bill (Senate Bill 357), a comprehensive education bill designed to raise educational standards in Florida. This statement by Miami-Dade Community College (MDCC) covers: (1) the bill and its provisions for higher education; (2) ways in which access to higher education would be reduced; (3) the financial impact on students and local taxpayers of the elimination of developmental education courses from the community college curriculum; (4) how the reduction of minority enrollments would jeopardize federal support; (5) whether restricting admission to higher education is the only way to ensure quality; (6) how the academic program at MDCC ensures both access and quality; (7) the role played by MDCC in providing access to minorities in Florida; (8) recommendations of educational professionals and national authorities concerning developmental education; (9) why offering developmental education in the community colleges as part of their full educational program is more appropriate than sending students back to high school for adult basic education; (10) how developmental education in college differs from adult basic education; and (11) how adult students would feel about being "sent back to high school." The MDCC statement looks at the likely consequences of the RAISE Bill on higher education and recommends that community colleges continue to provide developmental services. (HB)

ED 230 233 JC 830 231

*Hanson, Karen M.*
A Comprehensive Program for Handicapped Students at the Two-Year College.
**Normandale Community Coll., Bloomington, Minn.**

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Ancillary School Services; Educational Diagnosis; Hearing Impairments; *Learning Disabilities; *Physical Disabilities; Program Development; Program Implementation; Special Education; *Special Programs; *Two Year College Students; Visual Impairments

A summary is presented of the objectives and activities of a grant-supported project conducted at Normandale Community College (NCC) to expand programming for handicapped and learning disabled students. Introductory material provides a background to NCC's efforts in aiding students with special needs. Next, the populations receiving assistance under the grant are specified, i.e., the hard of hearing, deaf, speech impaired, visually handicapped, orthopedically handicapped, and learning disabled. The purposes of the project are then identified: (1) to develop a coordinated educational plan for handicapped students which includes mainstreaming and counseling and special services; (2) to establish a pre-entry assessment program to help students in educational planning and decision making; (3) to develop a program evaluation plan involving both internal and external assessments; and (4) to disseminate results. After project objectives are enumerated, information is presented with respect to the service region, number of students served, coordination with other agencies, long-range funding strategies, and operational plans. The following section presents aspects of program implementation, focusing on personnel, staff development, programming, students served in fall 1982, and summary of activities as related to program objectives. The final sections present plans for 1983-84. Appendices include student application materials and a report on cooperative education programming for students with special needs. (HB)

# DOCUMENT RESUME

ED 230 234 JC 830 233

*Bray, Dorothy*
Assessment Placement: A Design for Student Success and Institutional Planning for the 1980's. Management Report, 1983-3/4.
**Association of California Community Coll. Administrators.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Planning; Community Colleges; *Consortia; Educational Counseling; *Educational Diagnosis; *Intercollegiate Cooperation; Program Costs; Program Development; Program Implementation; *Student Placement; Teacher Participation; *Testing Programs; Two Year Colleges
IDENTIFIERS- *Learning Assessment Retention Consortium CA

The model for student assessment and placement described in this report was developed by the Learning Assessment Retention Consortium (LARC), a year-old network of 17 northern California colleges organized to examine problems related to assessment and to implement specific action plans. The report begins by citing statistics on the increasing numbers of underprepared students in community colleges to explain the growing importance of assessment and placement services in college planning. After providing information on the establishment of LARC and a sample of its activities (e.g., faculty workshops, research efforts, and publication programs), the report identifies strategic questions for college planning; looks at the objectives of assessment according to the LARC model; identifies assessment, advisement, placement, and follow-up as the four components in LARC's comprehensive system; and discusses their interrelationships. Next, various types of assessment/placement systems are briefly described and the guidelines established for the development of the LARC model are set forth. Finally, the report addresses questions related to system costs and faculty participation. A list of LARC member institutions and a cost-analysis of Sacramento City College's Assessment Center are appended. (LL)

ED 230 235 JC 830 238

*Takacs, Robert; Orsak, Charles G., Jr.*
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
**Navarro Coll., Corsicana, Tex.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Energy Occupations; *Power Technology; *Solar Energy; *Technical Education; Two Year Colleges; Wind Energy
IDENTIFIERS- *Photovoltaic Power

Student materials are presented for the course, Non-Residential Applications and Future Technology, one of seven core courses in Navarro College's two-year associate degree program for solar technicians. First, introductory material discusses the form and objectives of the course and ways of using the student materials. Next, readings, worksheets, bibliographies, and illustrations are provided for each of the six components of the course: (1) architectural, commercial, and industrial power demands, which includes units on the history of energy use and thermal energy classification by temperature range; (2) the agricultural application of solar technology for livestock shelters, crop drying, greenhouses, distillation, and irrigation; (3) commercial applications of solar technology; (4) industrial applications; (5) photovoltaic power systems, which includes units on the elements, technology, applications, and economics of photovoltaics; its social aspects, and options for improvement; and (6) the future applications of solar technology in cooling systems, solar central power stations, ocean thermal energy conservation, biomass conversion, and harnessing wind power. (HB)

ED 230 236 JC 830 241

Tokatakiya: A Self Study of Oglala Sioux Community College.
**Oglala Sioux Community Coll., Kyle, SD.**

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; American Indian Studies; College Administration; College Faculty; *College Planning; College Programs; Community Colleges; Cooperative Programs; Educational Facilities; Educational Finance; Governance; *Institutional Characteristics; *Institutional Evaluation; Intercollegiate Cooperation; Learning Resources Centers; Two Year Colleges

The product of a self-study of Oglala Sioux Community College (OSCC) of the Pine Ridge Indian Reservation, this report documents OSCC's fulfillment of the criteria for initial accreditation by the North Central Association of Colleges and Schools, and provides an overview of the 10-year history of the school. Part 1 describes the purpose of the self-study report, the process used by OSCC in conducting the self-evaluation and preparing the report, and the accreditation history of the college. Part 2 presents information about the current status of various areas of OSCC's operations, an assessment of their effectiveness, and plans for the future. This section covers history; mission and purposes; governance and organization; cooperative agreements; programs of instruction (i.e., applied science, education, human services, general studies, Lakota studies, nursing, office of special projects, learning resources center, student development, and community services); financial resources; physical facilities; faculty; and planning. Part 3 provides a summary reiterating institutional strengths and concerns, and laying out an institutional plan of action for the future. Congressional testimony by Reva High Horse on the effectiveness of OSCC is appended. (AYC)

ED 230 237 JC 830 245

*Nienkamp, Roger L.*
Preparing for a Successful Job Interview.
**Saint Louis Community Coll. at Forest Park, Mo.**
PUB DATE- Jun 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Employment Interviews; Guidelines; Interpersonal Competence; *Job Applicants; *Job Application; Personnel Selection; Self Expression

Advice for students preparing for job interviews is provided in this guide. First, preliminary steps are reviewed, including ascertaining the type of job wanted, securing an appointment for an interview, researching the firm, dressing appropriately, writing a resume, being prepared to fill out job applications and to give reasons for leaving previous jobs, and obtaining references. Next, hints are offered on behavior during the job interview, termination of the interview, and follow-up procedures. The next sections present some of the questions most frequently asked during job interviews, give advice on what to do and what not to do during interviews, and identify some of the main reasons applicants are not hired for jobs. Then, a summary of the job interviewing tips is provided. Finally, the guide lists reasons that employees may lose their jobs. Illustrations and sample application forms and follow-up letters are included in the guide. (HB)

ED 230 238 JC 830 246

*Nienkamp, Roger L.*
How to Write Effective Resumes and Cover Letters.
**Saint Louis Community Coll. at Forest Park, Mo.**
PUB DATE- Dec 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Business Correspondence; Employment Qualifications; *Job Applicants; *Job Application
IDENTIFIERS- *Resumes

This guide to writing effective resumes and cover letters to employers first emphasizes the value of writing skills in job hunting, and explains what a resume is and why it is important. Next, steps to undertake in preparing to write a resume are reviewed including developing a personal inventory sheet to help determine facts to include in the resume. Next, the guide indicates the information that should be included in a resume, i.e., a heading, personal data, employment objective, education and work experience, miscellaneous or part-time work details, reasons for leaving previous jobs, military service, and references. Advice is then offered on the appropriate length and appearance of a resume, and different types of resumes are discussed, including chronological and functional resumes, and those for beginners and recent graduates. A number of suggestions are then provided to make the resume more effective, and items that should not be included are specified. Finally, phrases and terms for describing abilities and a resume checklist are presented. A variety of sample resumes and letters of inquiry and application are appended. (HB)

ED 230 239 JC 830 247

*Gordon, Helen Heightsman*
Bakersfield College Student Needs Assessment Survey: Spring Semester, 1983.
**Bakersfield Coll., Calif.**
PUB DATE- 18 May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; *Day Students; *Evening Students; Information Sources; Needs Assessment; *Publicity; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Recruitment; Two Year Colleges; *Two Year College Students

In spring 1983, a survey was conducted at Bakersfield College to ascertain the effectiveness of the college's promotional efforts and to determine better ways of serving the student body. A 16-item questionnaire was distributed to all students, soliciting information on course load; educational objectives, background, and plans; student major; sources of information about the college; radio and television station preferences; preferences for course locations and times; interest in short-term credit or special interest courses; child care needs; and comments and suggestions. The survey yielded 3,539 usable responses, representing a 50% response rate. The study report includes the survey questions and responses broken down for students enrolled in day classes only; those in night classes only; and those enrolled in both day and night classes. Detailed student comments are provided in the appendix. (LL)

ED 230 240 JC 830 250

*Chahin, Jaime*

Educational and Occupational Orientations of Young Hispanic Women in the Brownsville, Texas, Area.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTIONS- *Academic Aspiration; Career Education; Expectation; *Females; High Schools; *High School Seniors; *Hispanic Americans; *Occupational Aspiration; Parent Participation; School Counseling; School Surveys; Student Attitudes; *Student Characteristics

IDENTIFIERS- *Texas (Brownsville)

A survey was conducted in Brownsville, Texas, to identify the educational and occupational aspirations and expectations of Hispanic females and to determine whether these expectations and aspirations differed from those of the dominant culture. Survey instruments were distributed to all senior females (N=853) in local high schools, requesting information on personal characteristics, family background, occupational and educational goals and perceived influences on attainment of these goals. Study findings, based on an 85% response rate, included the following: (1) 87% of the respondents were of Hispanic origin; (2) 70% expected to enter relatively high-status occupations, with the most frequently cited careers in the teaching and protective services areas; (3) the majority of the respondents were aware that factors such as finances and job scarcity could affect their opportunity to get a job; (4) 60% aspired and expected to obtain some type of postsecondary education; and (5) the survey results confirmed that Hispanic females were success oriented. Based on the findings, it was recommended that career education programs be designed to fit students' needs; that parents be increasingly involved with youth in determining their career lines and educational needs; and that educational and government policy makers reassess their operating assumptions about what Hispanic women need and want. A review of the literature concerning the status projections of Hispanic youth is included. (LL)

ED 230 241 JC 830 251

*Hewitt, Louise M., Ed.*
A Telecourse Sourcebook for the 80s.
**Coast Community Coll. District, Costa Mesa, Calif.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adult Students; Delivery Systems; *Educational Television; Educational Trends; Higher Education; *Instructional Design; Instructional Development; Outcomes of Education; Teacher Role; *Telecourses; Television Curriculum; Television Teachers
IDENTIFIERS- *California

Intended as a review of the origins and present status of television courses as a form of higher education for adults, this sourcebook addresses the following questions: What is a telecourse? What are the legal and philosophical bases that support the telecourse concept? Where do telecourses fit in the college or university structure? Who produces and offers telecourses in the college setting? And how well do students learn from these courses? First, a global perspective is provided on the growth of education via broadcasting, the renewed acceptance of educational television, and the potential of telecommunications for meeting third world educational needs. Following an argument for the integration of telecourses into the fabric of higher education, a summary is provided of the sourcebook's perspectives and conclusions. Subsequent chapters cover: (1) the telecourse model; (2) the position of the Board of Governors of the California Community Colleges regarding academic credit for telecourses; (3) the theoretical bases of telecourses; (4) the range of students best served by telecourses; (5) the California Postsecondary Education Commission's 1981 report on telecourses; (6) instructional design; (7) the faculty's role in designing, developing, and offering telecourses; (8) research evaluating learning outcomes; (9) the academic soundness of telecourses; (10) the role of the telecourse instructor; and (11) the scope and influence of telecourses. A glossary is appended. (LL)

ED 230 242 JC 830 252

Course Registration Report: University of Hawaii, Community Colleges, Spring 1983.
**Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.**
REPORT NO.- MIF-34
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Class Size; *College Programs; *Community Colleges; *Courses; *Enrollment Trends; Full Time Equivalency; General Education; School Statistics; State Surveys; Student Teacher Ratio; Two Year Colleges; *Two Year College Students; Vocational Education

Spring 1983 course registration data are presented for regular credit programs at the six Hawaii community colleges (i.e., Honolulu, Kapiolani, Kauai, Leeward, Maui, and Windward). Table 1 provides a course registration summary by campus, contrasting fall 1981, spring 1982, fall 1982, and spring 1983 data on numbers of courses, classes, and semester hours; student registrations; student semester hours (SSH's); course full-time equivalents (FTE); and student and instructor contact hours. Table 2 offers information on average class size by program and campus for 1981-82 to 1982-83. Table 3 presents a course registration summary by program, table 4 illustrates the number of classes and average class size by program, and table 5 shows SSH and course FTE by program. The remaining 18 tables provide detailed information for each campus. Among the findings highlighted in the report are the following: (1) all course registration measures, except the number of courses and semester hours offered, dropped slightly from fall 1982 to spring 1983; (2) the number of courses offered increased at all campuses, resulting in a net increase of 4.8% over fall 1982; (3) average class size in spring 1983 was 23 students, compared to the fall average of 24 students; (4) general education classes were consistently larger than vocational education classes; and (5) general education offerings accounted for 53.3% of the total courses and 61.6% of the total classes. (HB)

ED 230 243 JC 830 255

*Branham, Harold Elton, Jr.*

Designing and Developing a Management/Autoinstructional System, Test, Evaluation, and Review (MASTER) Program for Second Language Acquisition.

PUB DATE- Sep 81
LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Autoinstructional Aids; *College Second Language Programs; Community Colleges; Computer Assisted Instruction; *Modern Language Curriculum; Program Development; *Programed Instruction; Program Evaluation; Program Implementation; *Second Language Instruction; *Second Language Learning; Self Evaluation (Individuals); Teaching Methods; Two Year Colleges

This report describes the design and development of the MASTER program, an autoinstructional model to supplement introductory foreign language courses, and examines its application in two French language courses offered at Brevard Community College. The first sections contain introductory material, a review of the literature on second-language acquisition and instructional systems, and a discussion of the procedures and methods used to develop and implement the MASTER program. Information on the identification of performance and training requirements, instructional methods, and testing procedures is included, along with samples of the instructional materials and drills used. Results of the use of the MASTER program are then reviewed in terms of the conduct and evaluation of learning activities, administration of course materials, self-assessment testing, and conditions and acts of learning. An evaluation of various instructional methods (e.g., lecture, demonstration, recital, and discussion) and instructional media (e.g., tutorial, environmental, print, visual aids and audiovisual methods) concludes this section. The final section discusses aspects of instructional methodology and media, recall and performance, and curriculum development and offers recommendations. The bulk of the report consists of appendices including a socio-topical matrix for professional career fields, a summary of French language rules, a glossary, self-assessment forms, and the MASTER program evaluation form. (LL)

ED 230 244 JC 830 257

*Parsons, Michael H.*
Technology Transfer: Programs, Procedures, and Personnel.
PUB DATE- 26 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *College Role; *Community Colleges; Cooperative Programs; *Delivery Systems; *School Business Relationship; Technological Advancement; *Technology Transfer; Two Year Colleges
IDENTIFIERS- *Hagerstown Junior College MD

A view of the appropriate role of community colleges in the transfer of technology to business and industry is presented in this paper. Introductory material defines technology transfer as a strategy integrating knowledge of the latest technological practices, procedures for their implementation, tactics for their integration into existing delivery systems, and evaluation designs to measure the achievement of technological mastery. Further, the introduction discusses the role of colleges in selecting delivery systems to transfer innovations to business and industry. Next, the technology adaptation project of the National Center for Research in Vocational Education is described. Using Hagerstown Junior College's (HJC's) programs as examples, the following section discusses modes of transferring technology, including: (1) the translation of technical knowledge into information about operational tactics; (2) the installation and application of new hardware; and (3) contracts for the delivery of technological services. After a discussion of the transfer of appropriate technologies to the production setting, barriers to successful transfer (e.g., costs and lack of information) are identified. Finally, strategic issues related to the location of businesses and industries and the level of mastery of previously developed technologies are presented. (HB)

ED 230 245 JC 830 258

Maryland Community Colleges 1982 Program Evaluations.
**Maryland State Board for Community Colleges, Annapolis.**
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTIONS- College Transfer Students; *Community Colleges; Declining Enrollment; Education Work Relationship; Followup Studies; Job Placement; Program Costs; *Program Evaluation; State Surveys; *Statewide Planning; *Transfer Programs; Two Year Colleges; *Vocational Education

IDENTIFIERS- *Maryland

As part of an annual statewide evaluation process, quantitative information on community college programs is reviewed by the Maryland State Board for Community Colleges. Subsequently, a qualitative assessment is conducted by individual community colleges in response to specific questions raised by the Board. This report contains evaluations of 48 programs offered at 17 colleges which respond to questions related to problems such as the inadequacy of follow-up surveys for drawing conclusions about job placement; high or increasing program costs; low or declining student enrollments; low student placement in their field of training; low or decreasing numbers of degrees and awards; and low student transfer rates. In the evaluations, the colleges identify factors accounting for the problem, submit additional information as required, assess program value, and indicate plans for addressing the issues. The report also includes a statewide evaluation of media/communications technology programs, which was conducted due to poor job placement rates in this field. This evaluative report provides data on programs, student trends and characteristics, enrollment rates, students' reasons for taking the course, follow-up studies, reasons for non-employment in the field, and comparative information about student placement. The report recommends the revision of media technology programs and the provision of information in college catalogs about the limited job opportunities in the field. (HB)

ED 230 246 JC 830 259

*Lockett, Cornelius R., Jr.*
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report.
**Florida Junior Coll., Jacksonville.**
PUB DATE- 5 Jan 81
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Articulation (Education); *College School Cooperation; *Community Colleges; Computer Oriented Programs; Counselor Attitudes; *Educational Counseling; *High Schools; High School Students; Information Needs; Program Descriptions; Statewide Planning; Student Attitudes; *Student Recruitment; Surveys; Two Year Colleges

A computer-assisted guidance program was developed as part of a model for articulation between the public secondary schools in Duval/Nassau counties and the 28 publicly supported community colleges in Florida. The model was created based on data obtained from a survey of 25 graduating seniors in 15 secondary schools in the counties; an analysis of current recruiting procedures used by deans of student development at the community colleges; the Florida Vital Information for Education and Work (VIEW) and Computerized Vocational Information System (CVIS) data banks; and a survey of 12 counselors at county public schools on their perceptions of existing articulation procedures and practices. This report provides information on: (1) study methodology and general findings; (2) the computer-assisted guidance program's functions and capabilities in the areas of, for example, vocational exploration, college planning, and distribution of information on community colleges and technical/specialized schools; (3) Florida legislation related to articulation and acceleration mechanisms; (4) detailed analyses of the student and counselor survey responses; (5) Florida Junior College at Jacksonville's annual schedule of articulation and recruiting activities; (6) Florida Keys Community College's 1978-79 recruitment plan; (7) a suggested program description format for the Governor's Program for the Gifted and Talented; and (8) special articulation programs at three Florida community colleges. (LL)

ED 230 247 JC 830 260

*Haase, Murray; Caffrey, Patrick*
Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982.
**Sacramento City Coll., Calif.**
PUB DATE- 31 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; Academic Persistence; Community Colleges; *Educational Diagnosis; *English (Second Language); Grades (Scholastic); Institutional Research; Program Effectiveness; *Reading Achievement; *Remedial Instruction; *Student Evaluation; Tables (Data); *Testing Programs; Two Year Colleges; *Two Year College Students

The activities of Sacramento City College's (SCC's) Assessment Center are described in this report for April 1, 1982 through October 31, 1982. After revealing a 12.13% increase in the use of the Assessment Center over the previous year, the report provides data on the reading levels of SCC students and shows that through the college's assessment procedures students were being placed in the appropriate reading and English courses. The next sections, which summarize research conducted during the period, focus on: (1) reading proficiency levels of students in selected courses conducted to determine the academic characteristics of students who drop courses during the first through fourth weeks and later; (2) the results of an essay examination administered at the completion of a developmental English course; (3) a study of retention and success rates and reading and achievement test scores of English 70 students; (4) a comparative analysis of the grades and assessment scores of English as a Second Language students; (5) non-English department research on reading and composition competency levels; and (6) success rates of students receiving waivers. The remainder of the report consists of data tables corresponding to the text. (HB)

ED 230 248 JC 830 261

*Haase, Murray; Roberts, Lynn*
Semi-Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982.
**Sacramento City Coll., Calif.**
PUB DATE- 14 May 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; Curriculum Evaluation; *Educational Diagnosis; English (Second Language); Grades (Scholastic); Institutional Research; Program Evaluation; *Reading Achievement; *Student Evaluation; Tables (Data); *Testing Programs; Two Year Colleges; *Two Year College Students

Using data tables to verify statements and highlight needed changes, this report provides accountability for the activities of Sacramento City College's (SCC's) Assessment Center from November 1, 1981 through March 31, 1982. After noting a 9.4% increase in Assessment Center use during the period, the report provides data on the reading levels of SCC students and shows that through assessment procedures students were being properly placed in English and reading classes. The next sections, summarizing research conducted at SCC, focus on: (1) an English curriculum evaluation project; (2) the effects of English as a Second Language courses on student competency levels; (3) non-English department research on reading level as a predictor of course success; (4) percentages of students assessed in various college divisions; and (5) a special study of reading scores and final grades in speech classes. The report then establishes priorities for the expansion of Assessment Center services. The bulk of the report and supplement consist of data tables and a detailed breakdown of assessment activities and results for specific classes. (HB)

# DOCUMENT RESUME

ED 230 249 JC 830 263

*Martin, Oneida L.*
An Analysis of Aspirational Goals of Two-Year Business College Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Business Education; Career Choice; Females; Long Range Planning; *Occupational Aspiration; *Occupational Mobility; Two Year Colleges; *Two Year College Students

In spring 1982, a study was conducted at a predominantly white two-year business college to investigate students' aspirational goals and determine if their goals differed significantly at three levels of desired occupational mobility, i.e., upon graduation, in 5 years, and in 10 years. The study sample of 58 students, who were randomly selected from an enrollment roster of 550, consisted largely of young, white females. The study revealed that: (1) 98% of the students felt career opportunities would exist for them after graduation; (2) 59% said they knew someone who had succeeded in their own field of study; (3) 41% anticipated a $10,000-15,000 income after graduation, while 15% anticipated an income over $25,000; (4) although there was no significant difference between students' career aspirational goals upon graduation and their 5-year career goals, their 5-year goals were significantly different than their 10-year goals; and (5) 19% of the respondents failed to list immediate post-graduation career goals, and 37% did not list 5-or 10-year goals. The study results indicated that students were either unaware of career mobility and opportunities in their field or that they equated mobility with years of experience and age. In addition, the results suggested a need for the college to assist students in deciding on career paths. (Author/LL)

ED 230 250 JC 830 266

Revitalizing the Humanities in the Community College: Final Report, October 1, 1979--September 30, 1982.
**Center for the Study of Community Colleges, Los Angeles, Calif.; Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.**
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
GRANT- AS-00017-79-1409
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Curriculum; *Community Colleges; Courses; *Curriculum Development; Curriculum Research; Evaluation Methods; Faculty Development; *Humanities; *Humanities Instruction; Information Dissemination; Program Descriptions; State Programs; State Surveys; Two Year Colleges
IDENTIFIERS- Course Taking Patterns; *Washington

A general summary is presented of the activities of the Center for the Study of Community Colleges during a 3-year project to revitalize the humanities in Washington's public community colleges. After introductory material, the Center's activities are described according to major functions, including: (1) to design and conduct a statewide survey on the patterns of curriculum and instruction prevalent in two-year college humanities instruction; (2) to conduct a survey of the status of the humanities in the community in which each college is located; (3) to survey student course-taking patterns and preferences; (4) to assist in developing procedures for training workshops and seminars for faculty members who pursue the project's objectives; (5) to develop evaluation methods to be used by faculty to assess the effect of humanities instruction on students; (6) to aid in the distribution of annual reports of project activities; and (7) to evaluate the overall effectiveness of the project. An evaluation of the effects of the project highlights an enhancement of faculty morale in the colleges where the surveys were conducted, the development of links among college personnel, increased connections between the humanities and occupational education, and problems of communication with state and local organizations. Appendices include campus evaluations of the project. (HB)

ED 230 251 JC 830 267

*Seidman, Earl; And Others*
The Few Among the Many: Interviews of Minority Community College Faculty.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Faculty; Community Colleges; Job Satisfaction; *Minority Groups; Racial Discrimination; Sex Discrimination; *Teacher Attitudes; *Teacher Background; *Teaching (Occupation); Two Year Colleges

Between 1979 and 1981, in-depth interviews were conducted with 76 faculty and staff members at community colleges in New York, Massachusetts, and California. During a series of three interviews, participants were asked to talk openly about their lives before they were employed at the college; the nature and quality of their day-to-day work activities; and the meaning of their work and its place in their lives. Self-contained profiles were constructed for 35 participants from verbatim transcripts of their interviews. An analysis of the profiles of three minority group participants, who were working in predominantly white community colleges in California, revealed that: (1) while issues of minority status were central to the experience of the participants, they also had to contend with the same issues currently facing all community college faculty (e.g., academic standards and student retention); (2) minority faculty were affected by the complex interaction of racism, social class, power, and opportunity; (3) many minority participants had resisted efforts by their schools and counselors to track them into non-academic vocational curricula; and (4) participants felt they had to work harder, do their job better, more thoroughly and conscientiously than their non-minority colleagues. The report describes the methodological considerations involved in indepth interviewing and includes the complete profiles of three minority group faculty members: a black counselor and teacher in her 30s; a Chicano history instructor in his 40s; and a Black physics teacher in his 40s. (AYC)

*Heller, Barbara R.*
Recent Graduates: A Study of Graduation Rates and Distinguishing Characteristics of CUNY Community College Career Program Completers.
**City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.**
REPORT NO.- CASE-02-83
PUB DATE- Mar 83
GRANT- VEA-53-82-0288
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Allied Health Occupations Education; *Attendance Patterns; Business Education; Cohort Analysis; College Attendance; *College Graduates; Engineering Education; Graduate Surveys; Graduation; Participant Satisfaction; *Student Characteristics; *Two Year College Students; *Vocational Education

A study of City University of New York (CUNY) career graduates was conducted in 1981-82 to identify variables relating to the length of time taken by students to complete 2-year career programs and attain associate degrees. The study, which focused on business, health technology, and engineering technology graduates, utilized survey and transcript data from 1,370 of the 9,000 June 1981 graduates who were sampled; transcripts from a random sample of 10% of the 1980-81 graduates at five CUNY colleges; and 25 randomly selected transcripts from cohorts who were first-time enrollees at four CUNY colleges in fall 1976, 1977, and 1978. Transcripts and surveys were used to identify personal and demographic characteristics, academic variables, sources of financial support, and college-life satisfaction. Study findings included the following: (1) 33.1% of the 308 responding business graduates completed their degrees within 2 years, 33.4% took an additional year, and 13.6% 2 extra years; (2) 23.8% of the 252 responding graduates of health-related programs graduated on time, 39.3% took 1 extra year, and 17.9% took 2 additional years; and (3) 20.0% of the 101 responding engineering graduates completed on time and 25.7% took an additional year. The study report includes tables showing length of enrollment for each subject area by personal, academic, financial, and satisfaction variables. The questionnaire and supplementary data tables are appended. (HB)

ED 230 253 JC 830 269

*Learn, Richard L.*

A Comparison between Business and Industry Linkage Structures in Pennsylvania Community and Junior Colleges and Those Described in the Literature.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTIONS- Centralization; *Cooperative Programs; Literature Reviews; *Program Administration; Questionnaires; *School Business Relationship; School Personnel; State Surveys; Two Year Colleges

IDENTIFIERS- *Pennsylvania

In spring 1983, a study was conducted to compare the business and industry linkage structures of Pennsylvania's community colleges with the structures advocated by researchers and administrators in the literature. Surveys were sent to presidents and superintendents of all 30 Pennsylvania community colleges, requesting information on the types and purposes of the linkages they had with industry, the office or division of the college responsible for administering the linkages, and the personnel involved. Study findings, based on responses from 19 colleges and a review of the literature on business/industry cooperation, revealed that: (1) several types of linkages identified in the literature, such as customized training programs, utilization of business and industry personnel, and practical experiences for students, were employed in Pennsylvania, while others, such as sharing of physical resources, were not employed; (2) although the literature suggested that a centralized office to administer business and industry linkages would be beneficial, linkage efforts in more than half of the cases were dispersed throughout the college; (3) barely half of the respondents had staff working full-time to effect linkages, although the literature indicated this to be the most effective method; and (4) both the literature and survey results showed that using business and industry representatives on advisory councils is a common administrative practice. The literature review and questionnaire are included. (Author/HB)

Academic Crossover Study: University of Hawaii, Community Colleges, Fall 1982.
**Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.**
REPORT NO.- MIF-35
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Community Colleges; Courses; Degrees (Academic); Departments; *Enrollment Trends; *General Education; *Majors (Students); State Surveys; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- *Hawaii

Fall 1982 registration data for Hawaii's community colleges were analyzed to determine the course-taking patterns of different groups of student majors and the client-serving patterns of different academic departments. Major findings reveal that students seeking a certificate were taking 56% of their course work in vocational courses; those seeking an associate in arts degree (AA) were taking 88% of their work in general education; and those seeking an associate in science degree (AS) were taking 54% of their work in vocational courses. The courses taken by certificate and AS students were generally numbered less than 100, while AA students took 75% of their course work in courses numbered 100 or higher. As in previous years, liberal arts majors took the bulk of their course work (88%) in general education courses, and vocational majors took 56% of their course work in vocational education areas. Vocational students continued to generate the bulk of the vocational student semester hours (SSH's), and to generate an increasing proportion of the SSH's in general education courses. Other findings indicated that the proportion of SSH's generated by general education was slightly less than two-thirds of the total, and that 87% of the SSH's taken by early admits and 63% taken by concurrent registrants were in general education courses. Data tables and charts comprise the bulk of the report, providing combined and institutional statistics and illustrating trends. (HB)

ED 230 255 JC 830 274

## The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities: The Maryland Experience.

**Maryland State Board for Community Colleges, Annapolis.**

SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; Colleges; *College Transfer Students; Community Colleges; *Enrollment Trends; Graduate Surveys; Institutional Evaluation; Participant Satisfaction; Postsecondary Education; Student Characteristics; Student Educational Objectives; Transfer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Maryland

This study report summarizes the results of six follow-up surveys of Maryland community college students conducted between 1976 and 1982 to assess the success of the state's community colleges in preparing students for transfer to four-year institutions. After an introductory discussion of the transfer function of community colleges and the data sources of the study, information is provided on the number of Maryland community college students enrolled in transfer programs; the proportion of students entering community colleges with the goal of transferring to four-year colleges and the proportion achieving this goal; the characteristics of transfer students; students' satisfaction with their preparation for transfer; the efficiency of the transfer process; student success after transfer; and the colleges to which community college students transferred. Highlights from the surveys included: (1) in fall 1982, 46% of the state's community college students were enrolled in transfer programs; (2) since 1974, approximately one-third of all community college students had reported that their main goal was to transfer; (3) 40% of all 1978 graduates and 42% of all 1980 graduates transferred to a four-year college; (4) students who transferred were younger, completed more credit hours, and had a higher grade point average than those who had not transferred; and (5) more than 88% of the students surveyed reported satisfaction with their preparation for transfer. (HB)

ED 230 256 JC 830 275

*Tross, Glenn; Di Stefano, Mary F.*
Interactive Video at Miami-Dade Community College.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Communications; Community Colleges; *Computer Assisted Instruction; English (Second Language); Faculty Development; Microcomputers; Online Systems; Teacher Developed Materials; Two Year Colleges; Videodisc Recordings; Videotape Cassettes
IDENTIFIERS- *Miami Dade Community College FL

Based on the experiences of the Division of Computer-Based Instructional Development and Research at Miami-Dade Community College in developing interactive video programs, this paper explains what interactive video is, outlines the process used in creating such programs, and describes two specific applications of interactive video technology. First, interactive video is described as an instructional system that allows the computer to control the playing of segments of a videotape or videodisc. Next, the steps in developing an interactive videoprogram are outlined including: (1) determining terminal objectives (i.e., what the student should be able to do after completing the program); (2) determining enabling objectives (i.e., what he/she must be able to do prior to learning the terminal skills); (3) determining the sequence for teaching these objectives; (4) deciding what video segments and computer displays should be used to teach the objectives; (5) charting the program; (6) designing screen layouts; (7) writing the program; and (8) conducting a formative evaluation and revision. The following sections describe Mary F. Di Stefano's experience of developing interactive video programs for use in teaching English as a Second Language courses; and present Glenn Tross's discussion of the development of a microcomputer program, Mind Expansion through Exposure to Technology, which introduces faculty and others to communications technology. (HB)

ED 230 257 JC 830 276

Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11

**California State Postsecondary Education Commission, Sacramento.**

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Asian Americans; Black Students; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Universities; *Student Characteristics; *Two Year College Students
IDENTIFIERS- *California

For five consecutive years, studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and the California State University (CSU). The studies have focused on trends in numbers of transfers; transfers to the UC and CSU campuses; the colleges of origin of transfer students; the sex and ethnicity of transfers; and transfer students' majors. The study of fall 1982 transfers, contrasted with findings from previous years, indicated: (1) the number of community college transfers to the UC system increased by 7.5% between fall 1981 and 1982, while transfers to the CSU system decreased by 0.7%; (2) the percentage of Asians, Chicanos, and Filipinos transferring increased between 1980 and 1982, while the percentage of Blacks transferring decreased between 1981 and 1982, after an increase between 1980 and 1981; (3) the percentages of Blacks and Chicanos in the transfer student population were significantly smaller than the percentages in the community college freshman population; (4) for women transferring to the UC system, the most popular majors were in social sciences, biological sciences, and interdisciplinary studies, while business and management majors were most common among women transferring to CSU; and (5) engineering enrolled the largest number of male community community college transfer students to UC and the second largest number to CSU. The study report includes detailed information on Black, Chicano, and Asian transfers. (HB)

ED 230 258 JC 830 278

*Haase, Murray; Caffrey, Pat*
Assessment and Placement at Sacramento City College.
**Sacramento City Coll., Calif.**
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Community Colleges; *Reading Achievement; Remedial Programs; Student Attrition; Student Evaluation; *Student Placement; *Testing Programs; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

Sacramento City College's Assessment Center was created in response to growing numbers of students arriving at the college without basic verbal skills and a lack of uniform testing standards. Since its creation, the Center has undertaken research studies to provide objective evidence as to the nature of the student population to be served by the curriculum offerings of the college. Data from fall 1982 studies revealed that: (1) 60.1% of incoming and returning students needed support help in reading; (2) 1,577 students needed reading improvement, but only 389 were enrolled in reading classes at the end of the semester; (3) there was a parallel between the reading profiency levels of students who dropped courses and those who stayed in courses but received unsatisfactory grades; (4) students with the lowest median reading scores were more likely to drop courses; (5) students who had taken assessment tests for placement into appropriate courses were less likely to drop the courses than unassessed students; and (6) students reading below the 10th grade level had very little chance of receiving a C grade or better, except in classes created to meet specific learning skill needs. As the database provided by the Assessment Center grows, it will permit a narrowing of the gap between the defined needs of the students and the curriculum offerings of the college. A summary of spring 1983 Assessment Center research findings is appended. (HB)

ED 230 259 JC 830 279

*Mehnert, Barbara H.; Kurki, Allan W.*
Enhancing Economic Stability Utilizing the High Technologies in Community Colleges: A Case Study.
PUB DATE- 24 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Budgeting; Community Colleges; Cooperative Programs; Curriculum Development; *Educational Finance; *Financial Problems; *Institutional Advancement; Program Costs; School Business Relationship; Self Evaluation (Groups); Teacher Morale; *Technological Advancement; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

Strategies to enhance the economic stability of community colleges through high technology approaches are discussed in this paper. First, general economic problems facing higher education are identified, and the ways in which they influence community colleges are described. Next, 10 strategies to aid in the economic recovery of community colleges are presented, based on a literature review identifying factors which promoted recovery in the Great Depression era and which have helped public and private institutions near closing since the 1960s. The strategies outlined are: (1) balancing the budget through research, resource analysis, and cost effectiveness; (2) conducting a prolonged institutional self-study; (3) determining the college's mission; (4) improving spirit and morale; (5) lowering personnel costs; (6) changing public attitudes toward the institution; (7) offering a quality curriculum; (8) collaborating with other colleges and with business, industries, and agencies; (9) developing strong leadership; and (10) determining the appropriate number of students. Finally, a case study of Johnson County Community College's high technology approach to enhancing economic stability is presented, emphasizing staff development; high technology curriculum offerings which utilize foundation, core, and periphery courses; and curriculum delivery based on increased cooperation with business, labor, and government. (HB)

ED 230 260 JC 830 280

*Beavers, Jerry L.*
Master Plan for Data Services. Report No. 82-1.
**Wytheville Community Coll., VA. Office of Institutional Research.**
PUB DATE- Jan 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Administrator Attitudes; *College Administration; College Planning; Community Colleges; Counselor Attitudes; Data Collection; *Information Needs; *Management Information Systems; Needs Assessment; School Surveys; Two Year Colleges; User Satisfaction (Information)

A needs assessment of administrators at Wytheville Community College was conducted to identify the needs of management personnel at all levels and to assist in the development of a data delivery system to enhance effective management. Questionnaires were distributed to 20 administrators, including the president, 3 deans, 6 counselors, and 10 other administrators, asking them to indicate their need for information in 11 data areas (i.e., registration, admissions, student status and achievement, student financial aid, student counseling and testing, student placement and follow-up, academic work, instruction and curriculum, personnel management, financial management, and facility and capital equipment management) and to specify the degree to which their information needs were met by existing data services. The study indicated that: (1) the level of dissatisfaction with existing data services was highest in the areas of placement and follow-up, instruction and curriculum, and admissions, and lowest in the areas of student status and achievement, and registration; (2) the greatest need for data services was found in the areas of registration, placement and follow-up, and instruction and curriculum; and (3) the main priorities for components of an in-house data services delivery system were items related to capital equipment inventory, cancelled classes, schedule building, and a master list of graduates. (HB)

ED 230 261 JC 830 281

*Quinley, John W.; And Others*
Five-Year Credit Enrollment Projections by Age Cohort Groups. Harford Community College, Fall Semesters, 1983-1987.
**Harford Community Coll., Bel Air, MD. Office of Institutional Research.**
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Age; Cohort Analysis; Community Colleges; *Enrollment Projections; *Enrollment Trends; Females; Full Time Equivalency; Full Time Students; Males; Part Time Students; Population Trends; Two Year Colleges
IDENTIFIERS- *Maryland

Credit enrollments at Harford Community College (HCC) are projected for fall semesters 1983 through 1987 by age cohort groups. After introductory material discusses enrollment trends in community colleges in the United States and at HCC, the report indicates that enrollments were projected by determining the ratio of persons enrolled at the college to the number of persons living in the geographic area from which HCC draws its enrollments, and by using the most recent year (fall 1982) as the basis to project future years. Following a discussion of the factors that may affect future enrollments and a summary of findings, the report presents data tables and accompanying commentary providing projections by age cohort groups for the following data elements: total headcount; female and male enrollments; projected 5-year change in enrollment for total, male, and female headcounts; full-time/part-time headcount; credit hours carried; and full-time equivalent (FTE) enrollment. The report projects: (1) an annual increase of 1.0% to 1.5% between 1983 and 1985, followed by no increases in 1986 and 1987; (2) a 5.2% increase in female students and a 4.7% increase in male students by 1987; (3) a 7.5% growth in part-time students and a 1.5% decrease in full-time students by 1987; and (4) a decline in student numbers for the 17-19 and 31-35 age cohorts and an increase among 20-25, 26-30, 36-40 and 41 or over cohorts. Appendices include state census projections and HCC age distributions for fall 1979. (HB)

ED 230 262 JC 830 282

*Adams, Frank G.*
Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report.
**Lake County Coll., Grayslake, Ill.**
SPONS. AGENCY- Illinois State Dept. of Commerce and Community Affairs, Springfield.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Competency Based Education; *Educational Certificates; *Employer Attitudes; *Employment Programs; *Job Training; State Surveys; Work Experience Programs
IDENTIFIERS- *Comprehensive Employment and Training Act; *Illinois

The report describes and provides selected findings from Project REA (Research in Accrediting Efforts), which studied various aspects of manpower training under the Comprehensive Employment and Training Act (CETA) in Illinois. The first section outlines the goals of Project REA in identifying avenues for job training, methods for granting academic credit for training, and employer attitudes towards various credentials. Next, findings from case studies of CETA programs are highlighted with respect to the credentialling of employment training programs. This section reveals the failure of most programs to meet high school or college standards for academic credit, difficulties in obtaining records of training, and problems in defining what particular credentials mean. In addition, solutions are offered for some of these problems, and an argument is presented for applying some form of credit to all job-training programs. After describing the REA Operators Manual, which was developed to promote more effective application of credentials to employment training programs, the report presents the results of a study of alternative schools for high school dropouts. The next sections present information on a directory of training and educational programs offered by CETA sponsors, and on competency-based education programs. Finally, the results of a survey of employer attitudes toward credentials and training are summarized. (HB)

# DOCUMENT RESUME

ED 230 263 JC 830 283

*Turesky, Stanley F., Ed.*
Advancing the Liberal Arts. New Directions for Community Colleges, Number 42.
**ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-8759-940-4
PUB DATE- Jun 83
CONTRACT- 400-78-0038
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($7.95)
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- Academically Gifted; College Role; *Community Colleges; Core Curriculum; *Curriculum Development; *General Education; *Humanities Instruction; Interdisciplinary Approach; *Liberal Arts; Mastery Learning; Professional Associations; Two Year Colleges; Two Year College Students

Various aspects of liberal arts education in the community college are discussed in the 11 articles in this monograph. First, Myron A. Marty presents an overview of current conditions and pressures affecting the liberal arts in the two-year college. Then, Jack Friedlander reviews the data on student participation in liberal arts courses. Ruth G. Shaw's article discusses what students should know by the time they graduate from a community college. Sharon Carter Thomas then presents a case for special programs for academically talented students. After Stephen M. Curtis discusses the role of interdisciplinary courses at St. Louis Community College, Donald Barshis poses the question whether mastery learning is compatible with humanities instruction. Next, Dennis Peters argues that the community can play an important role in reviving interest in the liberal arts. Donald D. Schmeltekopf discusses the role of professional associations representing community college faculty. Roger Yarrington and Judith Jeffrey Howard then outline a series of projects designed to improve the position of the humanities in community colleges in the United States. John Terrey's article examines the prospects for the humanities within the context of the bureaucratic realities facing community colleges. Finally, Jim Palmer reviews relevant ERIC documents on the status of the liberal arts and humanities in the community college. (HB)

ED 230 264 JC 830 287

*Firstman, Aranga*
A Comparison of Traditional and Television Lectures as a Means of Instruction in Biology at a Community College.
PUB DATE- 22 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Attendance Patterns; *Biology; Community Colleges; *Educational Television; *Grades (Scholastic); *Lecture Method; Questionnaires; *Science Instruction; *Student Interests; Two Year Colleges; Withdrawal (Education)

A study was conducted to compare the effectiveness of using the television lecture series "Introducing Biology" to traditional lecture techniques in a college-level Animal Biology course. The interest levels and subject course mastery of three groups of students were compared: (1) a control group who attended two 50-minute lectures per week; (2) an experimental group who viewed and discussed the television tapes during the same class periods; and (3) another experimental group who had separate periods for tape viewing and discussion. All three groups had the same amount of in-class and lab time. Study results showed that students attending the lecture course had higher attendance rates and gave better course recommendations than the television-viewing groups, and that there were no significant differences among the groups in attrition rates or stated interest in biology. The study also indicated that subject matter mastery was not enhanced by the television method. While A and B grades remained relatively constant for all groups, there was a downward shift in C to D grades in the television group with separate discussion sections. The interest level questionnaire is included in the study report. (LL)

PS

ED 230 265 PS 013 264

*Emlen, Arthur C.*
When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care.
**Greater Washington Research Center, Washington, DC.**
PUB DATE- Dec 82
AVAILABLE FROM- Greater Washington Research Center, 1717 Massachusetts Avenue, N.W., Suite 403, Washington, DC 20036-2076 (Paper, $9.00; add $1.22 for first class postage or $0.95 for third class postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Comparative Analysis; *Day Care; Day Care Centers; *Employed Parents; Employed Women; *Family Characteristics; Family Day Care; Fathers; Mothers; *Parent Responsibility; Questionnaires; Selection; Surveys
IDENTIFIERS- *Absenteeism (Employee); Latchkey Children

Results are reported from a survey conducted to examine the interdependence of family and work, with special emphasis given to the child care arrangements that make work possible. A total of 953 employees (458 women, 490 men, and 5 not reporting their sex) from three companies in Washington, D.C., were sent a four-page questionnaire designed to elicit information regarding job and family characteristics, types of and satisfaction with child care arrangements, future child care plans, and other information (such as amount of time and distance traveled for child care). Three major findings are highlighted: (1) absenteeism from work was related to parental responsibilities and to the type of child care arrangement employed, (2) family composition determined the type of child care arrangement used by a family, and (3) employees experienced difficulty when trying to enter the day care market. (A copy of the questionnaire form and tables of data are appended.) (MP)

ED 230 266 PS 013 320

*Sullivan, Molly*
Feeling Strong, Feeling Free: Movement Exploration for Young Children.
**National Association for the Education of Young Children, Washington, D.C.**
REPORT NO.- ISBN-0-912674-82-2
PUB DATE- 82
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (Paper, $6.00; only orders of more than $10 may be billed).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Child Development; Early Childhood Education; Guidelines; *Learning Activities; *Lesson Plans; *Movement Education; Preschool Children; Primary Education; *Teacher Role; Teaching Methods; *Young Children

Provided in this book are guidelines designed to help teachers of young children implement the movement exploration method in contrast to programmed activities for physical development. Movement exploration activities encourage the child to apply problem-solving techniques and to explore fantasies and relationships with others. The book is divided into four parts. The first part suggests various options for incorporating movement activities into the school day and provides information useful to teachers in planning movement exploration sessions. The second and third parts respectively specify information and activities for two age groups; 3 and 4-year-old children and 5-through 8-year-old children. The fourth and final part describes activities for one child and one adult working together. (MP)

ED 230 267 PS 013 334

*Sorosky, Jeri, Ed.*
Readings: Early Childhood Education.

**Nova Univ., Fort Lauderdale. Center for the Advancement of Education.**
PUB DATE- Sep 82
AVAILABLE FROM- Ginn Custom Publishing, 191 Spring Street, Lexington, MA 02173 (Paper, $9.95, plus $2.00 shipping).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Charts; *Child Development; *Early Childhood Education; Educational History; *Educational Practices; *Elementary School Students; *Individual Characteristics; Infants; Preschool Children; *Program Development
IDENTIFIERS- Piagetian Theory; Toddlers

Collected in this textbook are approximately 30 brief articles and related materials concerning the traits, development, nurturing, and education of children from infancy through early childhood. While varied, material in each of the six sections generally centers on (1) characteristics, traits, and developmental issues in infancy, preschool and primary school years; and (2) the history of early childhood education, including current educational practices, types of programs, theory and issues considered relevant to early childhood education in the 1980s. Among the specific topics addressed in the articles are the ecology of infant day care, individuality, Piagetian theory, socialization, effective communication with children, positive self-concept, cognitive growth, the basics of early childhood education programs and curricula, information-gathering techniques, children's humor, readiness for learning, personal traits of educationally successful black children, brain training, creativity, conditions for teacher development, and diet and school food service programs. In addition to these numerous short articles, the book contains several charts: the Apgar Scoring Chart, a chart of infant reflexes, a chart of behavioral characteristics of children from infancy through the third year, and a chart of the development of physical coordination and language from 4 to 39 months. Course materials are appended. (RH)

ED 230 268 PS 013 336

*Friedman, Dana E., Ed.*
Shaping the Employer Role in Child Care. Preconference Workshop Papers Prepared for 1982 Annual Convention, National Association for the Education of Young Children (Washington, D.C., November 11, 1982).

**Bank Street Coll. of Education, New York, N.Y.; Center for Public Advocacy Research, New York, NY.**
PUB DATE- Nov 82
AVAILABLE FROM- Center for Public/Advocacy Research, 12 West 37th Street, New York, NY 10018 (Paper, 11.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- Conferences; *Delivery Systems; Early Childhood Education; *Employer Supported Day Care; Government Role; Models; Program Descriptions; *Skill Development; Workshops

Included in this document are 24 preconference workshop papers prepared for the 1982 annual convention of the National Association for the Education of Young Children (NAEYC), entitled "Shaping the Employer Role in Child Care." The purposes of the workshop were (1) to provide NAEYC members with a realistic picture of current employer involvement in child care, describing both various models as well as the implications of their adoption; (2) to identify the primary mechanisms for establishing linkages with other community-based organizations in an effort to stimulate corporate interest; and (3) to impart skills for working with the business community. Corresponding to the above purposes, individual papers are grouped into the following four major topic classifications: the current state-of-the-art of employer involvement in child care, employer options for supporting child care, building skills (needs assessment, marketing, taxation, fund raising, and so on), and working as a community. A list of related reading materials are appended along with a list of conference speakers. (MP)

ED 230 269 PS 013 350

*Finn, Matia*
Fundraising for Early Childhood Programs: Getting Started and Getting Results.
**National Association for the Education of Young Children, Washington, D.C.; Yale Univ., New Haven, Conn. Bush Center in Child Development and Social Policy.**
REPORT NO.- ISBN-0-912674-81-4; NAEYC-120
PUB DATE- 82
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC Publication # 120, $3.50).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Donors; Early Childhood Education; Financial Support; *Fund Raising; Guidelines; Nonprofit Organizations; Philanthropic Foundations; *Proposal Writing; Social Support Groups
IDENTIFIERS- Corporate Giving

Designed to assist practitioners serving young children and their families, this book contains information about methods of raising money and managing nonprofit organizations. Following the first chapter's introductory definition of important terms associated with the fundraising process, chapter 2 discusses some prerequisite steps required before beginning the actual process of fundraising. Chapter 3 outlines possible ways for raising money, while chapter 4 identifies sources of support and techniques to be used in soliciting funds. In chapter 5, guidelines are provided for writing and presenting successful proposals to a potential donor. Chapter 6 points out areas of responsibilities and costs associated with the fundraising process. Finally, related materials (including a bibliography, examples of a child care organization chart, and a statement of goals and objectives) are appended, along with standards for charitable solicitations and brief information about the National Association for the Education of Young Children. (MP)

ED 230 270 PS 013 387

*Ntumi, Robert A.*
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports.
**International Development Research Centre, Ottawa (Ontario).**
REPORT NO.- IDRC-MR72e
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; Child Development; *Childhood Attitudes; *Educational Environment; Elementary Education; *Elementary School Students; *Family Environment; Foreign Countries; *Institutional Characteristics; Predictor Variables; Rural Urban Differences
IDENTIFIERS- *Ghana

The nature and strength of home and school environmental characteristics relating to attitudes of children in Ghana are investigated. A total of 200 second, third, fourth, and sixth graders randomly selected from 10 schools serving urban and rural areas participated in the study. Two instruments were used to collect data: the values and attitudes interview schedule and the school resources index form. The former instrument was used to collect data on values and attitudinal outcomes of schooling as manifested in elementary schools, and the latter was used to create an inventory of resources available in the school for the purpose of constructing an index of school quality. Following multiple classification analysis and path analysis procedures, major results indicated that (1) elementary school children attain higher attitude levels than nonschool children of comparable socioeconomic status and age, (2) the longer children have been exposed to school influence the better their attitude scores, (3) the quality of physical structures of the child's school environment correlates with the child's attitude score, and (4) parental education and wealth have little direct effect on individual attitudes. (MP)

ED 230 271 PS 013 464

*McKee, Judy Sp tler, Ed.*
Early Childhood Education 83/84. Annual Editions. Sixth Edition.
REPORT NO.- ISBN-0-87967-472-5
PUB DATE- 83
AVAILABLE FROM- Annual Editions, The Dushkin Publishing Group, Inc., Sluice Dock, Guilford, CT 06437 (Paper, 7.95, plus 0.86 shipping).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Behavior Problems; *Child Development; Child Rearing; *Curriculum Development; Discipline; *Early Childhood Education; *Educational Philosophy; Equal Education; Futures (of Society); *Individual Needs; *Parent Education; Preschool Education; Primary Education; Student Evaluation; Teaching Methods

The 59 articles in this sixth edition of "Annual Editions: Early Childhood Education 83/84" are drawn from several professional journals and present a wide variety of points on the philosophical and educational continuum of early childhood education. Divided into four sections, these points focus on the history and care of young children; terminology; purposes and methods of programming; arguments for particular types of intervention modules and research

on their effectiveness; questions of evaluation and teacher training; the varied roles of teachers with children of differing ages, developmental levels, and degree of health or handicaps; changing types of family structures; media influences; and parent education. (MP)

ED 230 272 PS 013 495

*Goodman, Gail S.; And Others*
Automatic Processing of Word Meaning by Bilingual Children: Intralingual And Interlingual Interference.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bilingual Students; *Cognitive Processes; *Elementary School Students; Elementary Secondary Education; Foreign Countries; *Junior High School Students; *Language Processing; *Semantics
IDENTIFIERS- Distractors (Tasks); France; Interference Effects

Automatic processing of word meaning by bilingual children was studied in a picture/word interference task. Thirty elementary and junior high students, fluent in French and English, named pictures as rapidly as possible while attempting to ignore distractor words printed inside the pictures' borders. The printed distractors interfered with naming both on intralingual trials, for which the distractor and name language were the same, and on interlingual trials, for which they were different. The pattern of interference across the six levels of name/distractor relation was similar for the intralingual and interlingual conditions and indicated that at least part of the interference occurred at a semantic level. Results question whether an "input switch" operates for bilingual word processing and suggest implications for the question of single versus dual conceptual systems in bilingual children. (Author/MP)

ED 230 273 PS 013 496

*Kontos, Susan; Huba, Mary E.*

The Development and Function of Print Awareness.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Age Differences; Early Childhood Education; *Elementary School Students; Grade 2; Intelligence; Literacy; Prereading Experience; *Preschool Children; Reading Achievement; *Reading Difficulties; *Test Construction; *Test Validity; *Written Language
IDENTIFIERS- *Print Awareness

A program of research was conducted to define the most crucial aspects of print awareness and to develop a tool to measure the resulting construct, validate the instrument, and explore the role print awareness plays in the acquisition of young children's literacy skills. Four basic concepts concerning print that are necessary to give print relevance and utility to children were identified, and a 15-item instrument requiring prereaders to make print-related responses in order to correctly answer questions was developed. The instrument was first administered to a sample of nonreading preschool children in conjunction with interview questions similar to those of Downing (1970, 1972, 1973-74) and Reid (1966). Since item-discrimination indices and internal consistency of the instrument were found to be adequate, the validity of the instrument was then assessed through studies with preschool children of different ages and with second-grade children differing in reading achievement. It was found that performance increased with age and that the test discriminated between levels of reading ability. Two additional studies were conducted to explore possible confounding effects of socioeconomic status and intellectual ability. Findings indicated that the instrument is reasonably reliable and valid. (The relationships between children's print awareness, literacy, and reading achievement are discussed.) (RH)

ED 230 274 PS 013 525

*Edmond, Douglas R.*
Ideology and the Social Organization of Day Care.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Case Studies; *Child Caregivers; *Day Care Centers; Early Childhood Education; *Educational Objectives; Educational Sociology; Foreign Countries; *Institutional Role; Socialization; *Training Methods
IDENTIFIERS- Canada; *Ideology; Phenomenological Analysis; *Social Order

Reporting on research in progress, this paper centers on the relationship between the role of day care and the hegemonic process of ideological saturation that sustains the existing social order. The similarity between day care and the school is demonstrated through examination of a day care worker training program in one day care center in Canada, existing research, and curriculum development. The current level of critical sociological analysis of day care is emphasized, and an approach which addresses the phenomenological analysis of the day-to-day activities of day care within a broader analysis of educational hegemony is presented. (Author/MP)

ED 230 275 PS 013 526

*Kalekin-Fishman, Devorah*
The Sounds and the Music: Phenomena of Creativity and Routine in the Kindergarten.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Acoustical Environment; Auditory Stimuli; Classroom Communication; *Classroom Environment; Classroom Research; Cross Cultural Studies; Educational Anthropology; Ethnography; Foreign Countries; *Kindergarten; *Music; Socialization; *Student Behavior; *Teacher Role; *Verbal Communication
IDENTIFIERS- Israel; West Germany

A classroom ethnographic study of the uses of sound was conducted in church- and state-sponsored kindergartens in Haifa, Israel, and Konstanz, West Germany. Three German and four Israeli classes were selected for systematic study. Structured observations were made of class activities, the uses of space, and salient movements in the classroom. Attention was given to glosses teachers applied to activities and to the functions of talk in the kindergarten. Observations were analyzed along several dimensions, including the impact of control through sound and the effects of sound used to establish routines or to provide opportunities for creativity. Findings indicated that the most urgent use of sound in the kindergarten was the creation of talk. Different approaches to talk in the two cities were found, and each teacher's sound profile was revealed to be idiosyncratic. Paralinguistic sounds were also found to be significant to the ongoing context of the kindergarten. Music making was shown to be modeled in the kindergarten as a synchronized, intentional, and entirely predictable way of using sound, with the activity of making music and the sounds of music serving the kindergarten teacher as a covert means of control. The reality structured by sound in the kindergarten is discussed, and a description of data coding and scoring procedures is appended. (RH)

ED 230 276 PS 013 528

*Curtis, Jonathan J.; Arocena, Martin*
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
**Austin Independent School District, Tex.**
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at...." (150)
DESCRIPTIONS- *Bilingual Education; *Class Organization; *Classroom Environment; Classroom Observation Techniques; Classroom Research; *Preschool Children; Preschool Education; *Spanish Speaking
IDENTIFIERS- *English Speaking

A total of 21 full-day structured classroom observations were conducted in six classes of the Austin Independent School District Bilingual Preschool Project (Texas) having a high incidence of limited-English-proficient (LEP) students. Each class consisted of 15 LEP students and 3 English-proficient students. It was anticipated that English-proficient students would act as models for their LEP classmates. Two observers fluent in English and Spanish and trained in classroom observation techniques used the Early Childhood Observation Form (Revised) to record events and behaviors of specific children according to preestablished codes and definitions. Minute-by-minute records were made of the experiences of individual children across the school day. Three types of children were observed: (1) Spanish-dominant; (2) English-dominant, high proficiency; and (3) speakers of English and Spanish with low language skills. Findings indicated that over half the school day was devoted to noninstructional activities; bilingually certified teachers and their aides provided instruction; structured learning activities were conducted predominately in English, with some Spanish being used with Spanish-dominant children; teachers differed in the amount of time spent in providing structured instruction; small-group instruction was the predominant mode of instruction; and interaction between English-proficient children and LEP peers occurred during unstructured instruction. The Early Childhood Observation Form and a summary of its use in this study are appended. (RH)

ED 230 277 PS 013 537

*Clawson, Elmer U.*
Our Economy: How It Works. Activities and Investigation. Teacher's Edition.
REPORT NO.- ISBN-0-201-10207-2
PUB DATE- 83
AVAILABLE FROM- Addison-Wesley Publishing Company, 2725 San Hill Road, Menlo Park, CA 94025 (Paper, $13.20).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Consumer Economics; *Economics Education; Energy; High School Students; Income; Junior High School Students; *Learning Activities; Money Management; Secondary Education; Unions; World Affairs
IDENTIFIERS- Economic Awareness

To help junior and senior high school students develop a better understanding of the United States' economy, this teacher's guide presents a series of learning activities centered around eight general themes. The topics (corresponding to the document's eight chapters) include both international and global economic issues as well as current economic issues: inflation, unemployment, income distribution, labor unions, oil imports, OPEC, governmental income and expenditures, etc. In addition, the final chapter emphasizes the goals that people seek to achieve in our economy. Each chapter includes an "organizer" and learning activities. The "organizer" provides the student with an overview of the major content of the chapter, while learning activities provide a series of tasks that require students to interpret information contained in the database, to draw inferences from the data, and in some cases to gather and use information not presented in the materials (for example, constructing a world map, interviewing resource people, reporting current economic news, and so on). When appropriate, answers to the learning activity questions have been provided. (MP)

# DOCUMENT RESUME

ED 230 278 PS 013 539

*Nelson-Le Gall, Sharon; Scott-Jones, Diane*
Teachers' and Young Children's Perceptions of Task Persistence.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Black Youth; *Childhood Attitudes; Comparative Analysis; *Difficulty Level; *Elementary School Teachers; Grade 1; Kindergarten Children; Performance Factors; *Persistence; Preschool Children; Preschool Education; Primary Education; *Teacher Attitudes
IDENTIFIERS- *Task Persistence

Two studies were conducted to examine teachers' and young children's perceptions of persistence in classroom settings. In the first, 35 elementary school teachers responded to interview questions about (1) the appropriateness of persistence in relation to other strategies children could use to accomplish difficult tasks, (2) children's characteristics (i.e., age, skill level, and emotional state), and (3) tasks that influence expectations for task persistence. In the second study, the question format was altered to be more suitable for young children and the same issues were examined with 52 black preschool, kindergarten, and first-grade children. Both teachers and children generally believed that age, skill level, and emotional state are important considerations for the encouragement of task persistence. In addition, both teachers and children believed that requests for help were appropriate responses to difficult tasks. There was, however, some disagreement about the relative appropriateness of seeking help from others versus persisting without help as a response to task difficulty. (Implications of these findings for achievement motivation research and classroom practices are discussed.) (MP)

ED 230 279 PS 013 542

*Lawton, J. T.; Reddy, P.*
Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Advance Organizers; Age Differences; Comparative Analysis; *Comprehension; *Conservation (Concept); *Preschool Children; Preschool Education; Pretests Posttests; *Retention (Psychology); *Transfer of Training
IDENTIFIERS- *Guided Discovery Approach

The effects of advance organizer instruction on the acquisition of number, mass, area, quantity, and length conservation concepts in 3- and 4-year-old children are examined. Participating in the experiment were 28 children, a total of 14 in respective experimental and control groups. All children were pretested and determined to be nonconservers. A sequence of two advance organizer lessons was presented to the experimental group: the first concerned paying attention to special properties of objects, while the second focused on use of high-order rules for solving conservation tasks. Control group children received regular instruction in a preschool program using a guided-discovery method of instruction. Posttests were conducted immediately after the training period, to measure immediate transfer of training, and after about 4 weeks, to measure long-term retention of conservation concepts. Results indicated that advance organizer instruction was successful in promoting the learning of a high-order rule for conservation that children generalized to the five conservation concepts. The high level of improved performance by the experimental group at the first posttest was maintained at the second posttest. Control group children showed little improvement in performance in either posttest, and their level of performance remained essentially preoperational. (Author/MP)

ED 230 280 PS 013 543

*Dyson, Anne Haas*
The Emergence of Visible Language: Interrelationships Between Drawing and Early Writing.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Child Language; *Freehand Drawing; *Handwriting; Kindergarten; *Kindergarten Children; Language Acquisition; Language Research; Primary Education; *Symbolic Language; Written Language
IDENTIFIERS- Participant Observation; *Symbolic Representation

A study was conducted to examine the interrelationships between drawing, early writing, and the context of talk in which both phenomena occur. Participant observation methodology was used in a self-contained public school kindergarten in order to gather daily data during a 3-month period. Specifically, children freely drew and wrote in an established area, or "center," while the investigator observed and interacted with them to gain insight into their perceptions about these actions. Data collected consisted of audio recordings of the children's talk at the center, their graphic products, observational notes, and interviews with children. Patterns were identified reflecting ways the children combined the drawing and writing processes in the production of one graphic product and in the manner they used drawing and writing terminology referentially across production modes. On the basis of these patterns, inferences were made about written language development. Learning to write was portrayed as a process of gradually differentiating and consolidating the separate meanings of these two forms of graphic symbolism. (Author/MP)

ED 230 281 PS 013 545

*Wagner, James*
Some Prerequisites in Learning to Solve Figural Analogy Problems.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attention; Cognitive Ability; *Cognitive Processes; Comprehension; Difficulty Level; Elementary Education; *Elementary School Students; Foreign Countries; *Perceptual Development; *Problem Solving; *Short Term Memory; Task Analysis
IDENTIFIERS- *Analogical Reasoning; Canada; Memory Load; Memory Tasks; Verbal Facilitation Effect

A series of three experiments was conducted for the purposes of (1) clarifying problems of previous research on the relationship between working memory capacity and performance on figural analogy tasks, and (2) exploring developmental issues concerning executive strategies, working memory capacity, and perceptual processing. Directly manipulating the amount of available memory capacity a subject has while solving figural analogy problems, the first experiment required 29 fifth-grade children in Ontario, Canada to solve nondegenerate and semidegenerate figural analogy problems while counting backwards aloud by ones from 10 to 0. The second experiment investigated the possibility that children with a low level of working memory capacity who are unable to solve a high-level problem may lack necessary task-specific perceptual skills or cognitive operations. A random sample of 44 children selected from junior-kindergarten, kindergarten, and first-grade classes were presented with a series of nondegenerate figural analogy problems, broken down into prerequisite tasks. The third experiment tested the possibility that failure of subjects to solve such problems was due to lack of understanding of the nature of the conjunctive response concept underlying the bidimensional comparison strategy. A total of 24 first-grade children were administered pretest, treatment, and posttest sets of pictures of people and/or geometric figural analogy problems. Subjects were read names of features required for a correct conjunctive response. Treatment also consisted of a verbal facilitation procedure. Results indicate that young children have difficulty applying analogical reasoning to figural problems because of insufficient working memory capacity after carrying out the encoding elements of the task and because of perceptual encoding errors. (RH)

ED 230 282 PS 013 547

*Becker, Judith A.*
Development of the Abilities to Produce and Interpret Requests with Nuances.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adults; Age Differences; Children; *Cognitive Development; Communication Research; *Communication Skills; Cues; Semantics; *Social Cognition; Social Status; Syntax
IDENTIFIERS- *Requests

Investigations were made of the development of (1) children's abilities to produce and interpret requests with nuances, and (2) the ability to identify requests as being "bossy" or "nice." In the first study, the development of children's ability to produce bossy and nice requests and the linguistic means by which they do so were explored. Twenty 5-year-old children, 20 10-year-old children, and 20 adults pretended to make telephone calls in which they asked peers to return a borrowed item. Each made three requests: a baseline request with no special instructions, a bossy request, and a nice request. Transcripts of tape recordings were coded for level of syntactic directness and number and type of semantic softeners and aggravators. Results showed that while all groups differentiated bossy and nice requests, preschool-age children relied primarily on semantics for differentiation. The second study assessed whether listeners identified requests by adding equally weighted cues or by some other means. Subjects heard 90 tape-recorded requests consisting of 45 different combinations of levels of syntactic directness, semantic aggravators and softeners, and tone. The 45 requests were spoken by a man and by a boy. Results indicated a developmental trend in the way subjects identified requests; with increased age, subjects took more cues into account and made more subtle judgments. (RH)

ED 230 283 PS 013 548

*Schaefer, Earl S.; Hunter, Wanda M.*
Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Demography; *Early Experience; Infants; Interaction; *Kindergarten Children; Longitudinal Studies; Low Income; *Mothers; *Parent Child Relationship; Predictor Variables; *Psychological Characteristics; Stimulation; *Student Adjustment; Student Evaluation

Findings of a longitudinal study indicated that maternal demographic and psychological characteristics were significantly correlated with maternal behavior at infants' fourth and twelfth months. Data were again collected on mother and child during the kindergarten year to determine the stability of maternal characteristics and to test the hypothesis that maternal behavior and maternal demographic and psychological characteristics measured during pregnancy and infancy, as well as during kindergarten, would predict the child's adaptation in kindergarten. Data collection included an interview with the mother during the third trimester of pregnancy, interview and observation during child care at 4 and 12 months, an interview with the mother during the kindergarten year, and teacher ratings of child adaptive behavior in kindergarten. In addition, several psychological measures were administered to mothers. The sample consisted of low-income mothers who were receiving prenatal services from public health clinics. Factor analysis of child care situations and ratings of mother/child interaction yielded two major dimensions of maternal behavior: interaction/stimulation and warmth vs. hostility. Both maternal behaviors of interaction/stimulation at 12 months and maternal demographic and psychological variables correlated with interaction/stimulation significantly predicted teacher ratings of child academic competence, particularly verbal intelligence and curiosity and creativity in kindergarten. The study suggests, however, that more reliable measures of maternal individual and parental modernity be developed, and that further research be conducted, particularly in the area of predictors of child social adjustment. (RH)

ED 230 284 PS 013 551

*Murray, Frank S.*
Judgment of Intentionality by Nursery School Children.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Age Differences; *Cognitive Ability; *High School Students; Moral Development; *Moral Values; *Preschool Children; Preschool Education; *Value Judgment
IDENTIFIERS- *Intention

The purpose of this study was to measure the ability of very young children (ages 3 and 4) to use intention in making moral judgments. A total of 22 nursery school children, 11 males and 11 females, successfully completed the experiment; additionally, 39 high school students participated. Judgments of the "goodness" of story characters were made by the nursery school children. Stories were especially designed to explicitly state the character's motives; in each, the motive of the principal actor was either positive or negative and the consequences of the behaviors produced were either positive or negative. In this way, four combinations of intention and consequences were obtained for each of four motives: obedience, lying, stealing, and irascibility. Each child was presented with 16 stories in two sessions spaced 1 day apart. High school students performed the same task with age-appropriate materials. Comparisons were also made between responses to these newly constructed stories and responses to stories used by Piaget (1932). Results showed that: (1) young children exhibited intentionality in making judgments, (2) no statistical differences existed between judgments of older and younger subjects, and (3) young children gave greater weight to negative consequences in their judgments than did high school students. (RH)

ED 230 285                                    PS 013 556

*Feldman, Robert S.*
In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Children; Cognitive Development; *Communication Skills; *Ethics; Interpersonal Competence; Nonverbal Communication; *Research Methodology; Research Problems; *Role Playing; Social Cognition; *Spontaneous Behavior
IDENTIFIERS- *Deception; Human Subject Protection

Studies of children's deceptive behavior have scientific merit and can be carried out in an ethically defensible manner. Many arguments against studies requiring children to deceive others in an experimental context are relatively easy to refute. It is true, though, that the debriefing phase of deception studies presents ethical problems, particularly when the researcher employs a confederate. There are substantial arguments for and against informing children after a study of the nature of any deception incorporated in the research design. Clear ethical problems would exist, of course, if subjects were put in a situation leading them to spontaneously lie or cheat. Two factors support the claim that research on deception is ethical: subjects are at negligible risk, and benefits of the research are high. Further, certain questions can be answered with no other technique. In comparison to results of studies of role-played emotional states, results of deception studies involving spontaneous behavior are more illustrative of skill in the actual use of nonverbal behavior. Recent research suggests that the ability to be deceptive successfully is a social skill related to the development of other abilities in children. The finding of a significant correlation between role-taking abilities and ability to be deceptive illustrates the importance of research in which children are led to be deceptive. (RH)

ED 230 286 PS 013 557

*Nelson-Le Gall, Sharon; Glor-Scheib, Susan*
Help-Seeking in Elementary Classrooms: An Observational Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; Classroom Communication; Classroom Observation Techniques; Elementary Education; *Elementary School Students; Individual Differences; *Information Seeking; *Peer Relationship; *Problem Solving; *Sex Differences; *Student Teacher Relationship
IDENTIFIERS- *Help Seeking

A study was undertaken to explore how elementary school children employ help seeking as a means of problem solving in the classroom. High-, average-, and low-ability students at the first-, third-, and fifth-grade levels were targeted for in-depth observation. A "focal-child" observational procedure was used to gather data on naturally occurring help-seeking interactions in the classroom. When a targeted child initiated interaction with a teacher or another child--intending to solicit aid, information, or materials pertinent to the task at hand--observers coded critical features of the episode on the observation form (i.e., the target of the bid for assistance, the type of help requested, responses to the request, and the activity structure in which the interaction occurred). Overall, children's rates of help seeking were higher in math than in reading. Boys and girls differed by rates of help seeking and by type of help requested. Children of different ability levels were found to vary not only in rate of help seeking and type of help requested, but also in the type of responses elicited from their helper choices. (Implications of these findings for children's achievement, learning, and social adjustment in the classroom are discussed.) (MP)

ED 230 287 PS 013 558

*Fling, Sheila; McKenzie, Patricia*
Relaxation/Covert Rehearsal for Problematic Children.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Academic Achievement; *Behavior Modification; *Behavior Problems; Comparative Analysis; *Elementary School Students; Grade 4; Intermediate Grades; Intervention; Measures (Individuals); Pretests Posttests; *Relaxation Training; *Self Esteem

A study was conducted to determine whether group relaxation training combined with guided fantasy as a method of covert cognitive rehearsal would be more effective than story-listening or no special treatment in enabling "problematic" children to decrease muscle tension, activity level, and behavior problems and to increase academic performance and self-esteem. A total of 62 fourth graders identified by their teachers as being problematic were randomly assigned to either relaxation/covert rehearsal or story-listening (experimental groups) or to a control group. Children were evaluated before and after 6-weeks of treatment, which consisted of two group sessions per week, and again after 4 months. The control group also received relaxation/covert rehearsal training. Evaluations included teacher and parent ratings on the Conners Abbreviated Behavior Scale and the Coopersmith Self Esteem Inventory (Form B); grades in math, reading, spelling, and language arts; a spelling achievement test; classroom observations; and electromyograph measures. Only minimal evidence was obtained to suggest that relaxation/covert rehearsal and story-listening are effective in helping problematic children decrease activity levels and behavior problems and to increase academic performance and self-esteem. (MP)

ED 230 288 PS 013 559

*Davis, Betty J.; Griswold, Kenneth E.*
A Follow-Up Study: Open Education as Evaluated by Students Seven Years Later. Part I, 1973 - 1980; Part II, 1975 - 1982.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Classroom Environment; *Early Experience; Elementary Secondary Education; Followup Studies; Grade 5; *High School Students; *Open Education; *Student Attitudes; Student Needs; Student Teacher Relationship; Teacher Role
IDENTIFIERS- Retrospective Studies (Psychology)

Results are reported from a follow-up study of students' perceptions of their earlier open-informal learning environment. Subjects were high school graduating seniors who as fifth graders had experienced this instructional setting. While in fifth grade, subjects were videotaped engaging in open-informal activities. Upon graduation from high school 7 years later, participants were videotaped again while engaged in a panel discussion of their fifth-grade experiences. Both tapes were then studied by a panel of experienced elementary school teachers, who selected the subjects' stated perceptions concerning attitudes toward open-informal learning experiences. Such comments, which were determined by the panel to be representative of perceptions on which subjects agreed, were grouped and reported under five major categories: student choice of activity, attitudes toward school, teacher/student relationships, student goals and needs, and teacher role. Results strongly indicate that the students responded positively to the open-informal learning environment. (MP)

ED 230 289 PS 013 562

*Ramey, Craig T.; Farran, Dale C.*
Intervening with High-Risk Families via Infant Daycare.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cognitive Development; *Day Care; *Disadvantaged; Early Childhood Education; *Educational Environment; Group Experience; *High Risk Persons; *Infants; *Intervention; Longitudinal Studies; Social Development

A longitudinal study was conducted at the Frank Porter Graham Center NC to explore the use of educational day care and related services as a mechanism for preparing socially disadvantaged children for success in later public schooling. Infant children of mothers who met a criterion score on a high risk index were randomly assigned to either an experimental group which received educational day care beginning before infants reached 3 months of age or to a control group which received paper diapers and nutritional supplements but no systematic educational day care. Four cohorts consisting of approximately 28 children each were admitted to the project between 1972 and 1977. Over the preschool years social and cognitive developmental information on all four cohorts was collected. Data on four measures appear to differ in impact on the child on a continuum ranging from distal to proximal influences. These measures are ( 1) education of mother at child's birth, (2) maternal IQ, (3) total score from Caldwell's Home Observation for Measurement of the Environment, and (4) laboratory observations of mother and child at play. Results of statistical analyses suggest that educational day care intervention with high risk children beginning in infancy can prevent declines in measured intelligence during early childhood, that early intervention may be one of the most important environmental determinants of intelligence in high risk children, and that parental intelligence and quality of home environments are other variables worth studying for their impact on intellectual development. (RH)

ED 230 290 PS 013 565

*Oluoch, G. P.*
Some Issues in Pre-School Education.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrative Policy; *Educational Administration;

*Educational Development; *Educational Finance; Educational Needs; Foreign Countries; Preschool Curriculum; *Preschool Education; Standards; *Teacher Education
IDENTIFIERS- *Kenya

Recommendations for the administration of preschool education in Kenya are suggested in this issue paper by the Director of Basic Education, Ministry of Education, Kenya. After a brief introduction depicting the general development of preschool education in this country and a statement of the objectives of and rationale for preschools, discussion focuses on: (1) administrative issues such as the maintenance of educational standards in preschools, (2) curriculum and support materials, (3) resource centers, and (4) management of preschool institutions. Management topics briefly discussed include cooperation among ministries and the development of a preschool association, establishment of preschool committees, organization of parent/teacher associations, registration of preschools, fee structures in rural and urban areas, and provision of food and free milk to preschool children. Other topics briefly discussed are preservice and inservice training of teachers, terms of service of preschool teachers, supervision of preschools, and linkage between primary and preprimary education. In conclusion, sources of funds for preschool education in Kenya are specified. (RH)

ED 230 291 PS 013 567

*Odebunmi, Akin*
A Counselling Approach to Punishment of Children: A Review.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Aggression; *Behavior Change; Counselor Role; *Discipline; *Educational Practices; *Learning Processes; Parent Role; *Punishment; Teacher Role

This paper reviews selected literature focusing on the general psychological theme of discipline, relates findings to educational contexts, and makes recommendations about how problems of discipline and punishment of children can be resolved in schools. Three approaches to discipline are identified: punishment, control by enforcing obedience, and training that corrects and strengthens. Of the three, the author argues that while punishment is the most widely acclaimed solution to discipline problems, research by several psychologists (including Thorndike, Skinner, Estes, and Church) points out limitations of punishment as a technique for stopping behavior and that other researchers have found paradoxical effects of punishment. The effectiveness of punishment as a behavioral control is conceived as being determined by: (1) appropriate timing, (2) the existence of an alternate response, (3) the relationship of the punishing agent to the offender, and (4) the extent to which punishment is used. Research findings related to these determinants are additionally reviewed, and guidelines are offered for parents, teachers, and school counselors. (RH)

ED 230 292 PS 013 568

*Hoyle, Sally G.*
Changes in Friendship During a School Year.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Change; Elementary Education; *Elementary School Students; *Friendship; Grade 1; Grade 4; Grade 8; Peer Relationship; Research Methodology; Sex Differences; *Social Cognition; *Social Environment; Sociometric Techniques
IDENTIFIERS- *Stability (Social Relationships)

Results are reported from two studies examining stability and change in children's friendships within the context of two theoretical perspectives: cognitive-developmental and ecological. A total of 112 first- and fourth-grade children participated in the first study; 114 fourth- and eighth-grade children participated in the second. In the fall and spring of the school year, children were asked to name their friends and rate their liking for other children in their grade. For the primary measure of friendship, pairs of friends were identified by a combination of best-friend nominations and ratings of liking on a five-point scale. A second measure of friendship was based on reciprocal best-friend nominations. For this measure, children were identified as friends if they named each other as best friends, regardless of their ratings of liking for others. In general, results from both studies indicated that the stability of friendships did not increase between first and eighth grade, although it did increase regularly between first and fourth. The interplay between cognitive and ecological factors is considered to be a possible explanation for these results. (MP)

# DOCUMENT RESUME

ED 230 293 PS 013 569

*Huston, Aletha C.; And Others*
Family Environment and Television Use by Preschool Children.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Age Differences; *Family Characteristics; *Family Environment; *Individual Characteristics; Longitudinal Studies; Parent Child Relationship; Parent Influence; *Predictor Variebles; *Preschool Children; Preschool Education; Sex Differences; Television Research; *Television Viewing

This study, the first phase of a 2-year longitudinal investigation of television-viewing patterns of preschool children, examines family characteristics, parent/child interactive patterns, and aspects of the home environment associated with young children's television viewing. Participating were a group of 320 children within 3 months of their third or fifth birthdays at the onset of the study in 1981. Data were collected from subjects' parents, who were asked to keep a diary of all television viewing by family members during 1 week out of every 6 months. The first diaries were collected in April of 1981 for half of the sample; for the other half, diaries were collected in October of 1981. From 1 to 3 months before the initial diary was collected, parents were interviewed, and children were administered the Peabody Picture Vocabulary Scale. In general, results indicated that heavy viewers of television at both ages had relatively uneducated mothers, had cable television available in their home, did not go to preschool, had parents who did not regulate viewing, and were heavily focused on television in their conversation and play. (MP)

ED 230 294 PS 013 570

*Shantiris, Kita*

Developmental Changes in Metaphor Comprehension: It's Not All Uphill.

PUB DATE- 22 Apr 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *Age Differences; *Age Groups; *Classification; *Cognitive Development; College Students; *Comprehension; Creativity; Elementary Secondary Education; Grade 3; Grade 6; Grade 9; Higher Education; Kindergarten Children; *Metaphors; Sex Differences

IDENTIFIERS- Formal Operations; *Metaphorical Thought; Piagetian Theory

A study was conducted to test the hypothesis that metaphorical thought develops according to the principles governing other categorizing processes. Of particular interest were the questions of whether preschool children possess the categorical flexibility to comprehend metaphorical statements and, if they do, whether this flexibility manifests itself across the perceptual, functional, and affective domains simultaneously or at different stages in development. In total, 150 predominantly middle- to upper-middle-class subjects (15 males and 15 females from each of several grade levels) participated in the study. Subjects were enrolled either in kindergarten; in third, sixth, or ninth grades; or in college. Eight sets of metaphors were used in the study, with each set containing eight metaphors beginning with the same "topic" (X) term within the statement "X is (a) Y." "Vehicle" (Y) terms were varied to convey perceptual, functional, or affective similarities between topic and vehicle. (For example, the items "eyes are marbles," "eyes are cameras," "and "eyes are shy children" illustrate, respectively, a perceptual, functional, and affective metaphor.) Matching foils were created for each genuine metaphor by leaving topics intact and substituting words of similar vocabulary to create nonsensical expressions. Subjects were asked to listen to each of 48 items, say "yes" if the item made sense to their imagination or if it could go in a story or poem, and say "no" otherwise. Results were found to challenge prevailing opinions concerning the development of metaphor comprehension. (RH)

ED 230 295 PS 013 571

*Moran, James D., III; McCullers, John C.*
The Effects of Recency and Story Content on Children's Moral Judgments.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS *Age Differences; *Children; *College Freshmen; *Moral Development
IDENTIFIERS- Consequential Evaluation; Intention; Piagetian Theory; *Recency Effect; *Story Content

To investigate the effects of recency and specific story content on the development of moral reasoning, 16 stories were read to children at ages 4, 7, and 11 years and to college freshmen (a total of 24 participants per age level). Stories contained either positive or negative intention and either positive or negative consequences in one of four situations: rule breaking, property damage, property damage with peer interaction, or injury to a person. At each age level, half of the subjects heard stories with the intention first and the consequence second, and half heard them in the reverse order. Analyses confirmed that, in general, younger children judged on consequence, whereas older children utilized intention. However, 4- and 7-year-olds were influenced by whether intention or consequence occurred at the end of the story. In addition, on stories containing intentional injury to a person, the younger children took intention into account and made judgments similar to those of the older age groups. The demonstration of recency effects and selected intention-based judgments in young children suggests that the traditional Piagetian view of the development of moral reasoning is an oversimplified one. (Author/MP)

ED 230 296 PS 013 572

*Carni, Ellen*
Contextual Controls of Competence with "Before" and "After."
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Child Development; *Comprehension; *Concept Formation; *Performance Factors; *Preschool Children; Research Design; *Time Perspective
IDENTIFIERS- *Context Effect; Stimulus Characteristics

Two experiments were conducted to investigate how event representation might operate in preschool children's understanding of the temporal terms "before" and "after." The first study, involving 3- and 4-year-olds (a total of 16 of each age) varied the arbitrariness of event sequences. Sixteen stories, each containing five events and concerning typical activities in the lives of preschool children, were used. Results indicated that, contrary to previous claims, preschool children do understand these temporal terms. The second study--involving 48 children categorized by age into groups with members 3, 4, and 5 years of age--varied the arbitrariness/logicality of event order and assessed children's comprehension and production. A new comprehension measure and two measures of production were used. Results indicated that very young children do give indications of understanding the temporal terms under conditions where event representation exists and task demands are minimal. Event representation was not found to be sufficient where task demands are great or where event representation is irrelevant to the task. Furthermore, familiarity with the basic type of event in the nonlinguistic context was shown to be insufficient to elicit the young child's knowledge of "before" and "after"; it was therefore concluded that the temporal structure of the event is an essential ingredient in supporting the child's performance. Results also suggested the need for devising very simple tasks that rely specifically on event representation in order to tap young children's knowledge of other temporal terms. (RH)

ED 230 297 PS 013 573

*Riley, Dave*
Social Network Influence on Father Involvement in Childrearing.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Academic Achievement; *Child Rearing; Ecology; *Fathers; Interviews; *Parent Participation; *Parent Role; *Predictor Variables; *Social Networks; Urban Environment; Whites
IDENTIFIERS- Kinship Role

Predictors of fathers' involvement in childrearing activities were investigated as part of a study of the ecology of urban childrearing in five western societies. Selected on the basis of a stratified random sample technique, participants were 96 white fathers from intact families having a 3-year-old child. Network theory provided three hypotheses regarding how a father's social network might affect his involvement in childrearing. A variable was constructed for each hypothesis; these variables were "percent male network," a measure of the percentage of the exchange/activity network who are male; "network range," a measure of the size and diversity of the social network; and "non-kin intensity," a measure of the degree of choice operative in social network selection and involvement. The index of childrearing involvement was labeled "childrearing advice." The review also provided a causal path hypothesis in which social network was proposed as a link mediating the effect of education on childrearing involvement. Data were gathered in social network interviews designed to generate a multifaceted picture of parents' social worlds; total network membership was obtained on the basis of results on a series of role context probes. To analyze the data, the three network variables were entered into a multiple regession along with a set of eight demographic and situational variables, including father's work hours, mother's work hours, sex of child, swing shift (dummy variable), father's education, occupational status, family ethnicity, and father's age. Only non-kin intensity strongly predicted childrearing advice, and the causal path hypothesis was confirmed. (RH)

ED 230 298 PS 013 574

*Price, Susan E.*
An Exploratory Study of the Social Interactions of a Two-Year-Old Child.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Age Differences; *Children; *Infant Behavior; Nonverbal Communication; *Social Behavior; *Social Influences; Social Networks; Verbal Communication; Videotape Recordings
IDENTIFIERS- Naturalistic Research; *Social Interaction

Exploratory research was conducted to generate hypotheses regarding behaviors of a 2-year-old subject during social interaction with multi-age partners. The subject of the study was a female child age 2 years and 4 months. Interactions observed were limited to those occurring with a number of partners who were members of the subject's social network. Six children (ranging in age from 5 months to 11 years, 5 months) were observed in various combinations of partnerships with the subject over the course of approximately 1 month. Interactions in a variety of settings were videotaped as they naturally occurred; tapes were transcribed and analyzed according to elements of the ethnographic research cycle described by Spradley (1980). Domain analysis was employed to identify behavioral patterns. Emergent categories were further analyzed by means of taxonomies in order to determine more specific relationships between elements of the domains. Behavioral elements were recorded and tallied for each situation. Additionally, the quantity of social interaction and the range of both verbal and nonverbal behaviors exhibited in interaction were examined. Seven hypotheses regarding the subject's social interaction were derived. Results suggest that the 2-year-old child may possess social competence that research has only begun to disclose. It is also suggested that the conclusions may have implications for teacher education, parent education, and early childhood programming. (Author/RH)

ED 230 299 PS 013 577

*Levitt, Mary J.; And Others*
Mother-Child Interaction, Comprehension of Emotion, and Sharing Behavior in Toddlers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Altruism; Comprehension; *Infants; Interaction; Mothers; *Parent Child Relationship; *Prosocial Behavior
IDENTIFIERS- *Facial Expressions; Reciprocity (Communication); *Sharing Behavior; Toddlers

To determine whether toddlers who experienced mutually responsive patterns of interchange with their mothers would be more likely to respond to the need of a peer than those who did not experience such interchange, 20 children with a mean age of 32 months were observed in pairs, with their mothers present, in structured and unstructured settings. In the structured situation, children could see one another but were separated by a gate. One child was given four age-appropriate toys; the other child was given none. If a child with toys did not share spontaneously after 4 minutes, the mother was signaled to encourage sharing. The toys were then removed from the first child and a matched set was given to the second child for 5 minutes. Ten minutes of free interaction followed. Interactive reciprocity data collected when the children were 9 to 12 months of age and a concurrent indicator of mother/child reciprocity were employed, involving six tasks varying in difficulty. Schematic drawings of faces with a happy or sad expression were used prior to the sharing situation to assess comprehension of emotion. Contrary to expectations, none of the children shared spontaneously in the presence of the barrier, even though toy-deprived children would often stand at the gate watching the child with the toys. A toddler's willingness to share at the mother's request was influenced by reciprocity within the mother/child dyad. Mother/child reciprocity was also related to the child's comprehension of emotional expression. (RH)

*Lawton, Joseph T.; Berning, Rebecca A.*
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children.
SPONS. AGENCY- Wisconsin Univ., Madison. Graduate School.
PUB DATE- 82
GRANT- 17074
AVAILABLE FROM- Joseph T. Lawton, School of Family Resources and Consumer Sciences, Child and Family Studies Program, University of Wisconsin, Madison, Wisconsin, 53706.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Advance Organizers; Comparative Analysis; *Instruction; *Interpersonal Competence; *Preschool Children; Preschool Education; *Problem Solving; Prosocial Behavior; *Skill Development

The development of social problem-solving skills in preschool children (namely, cooperative play, sharing, taking turns, understanding another person's feelings, helping, and the verbal resolution of conflict) was assessed following instruction under three conditions. A total of 35 children, of whom 18 attended a formally structured preschool program (Ausubelian) and 17 attended an informal program (Piagetian), were randomly assigned to three experimental groups. The first group received advance organizer instruction in general strategies for using the six target social problem-solving skills, followed by related activity sessions. The second group received instruction in particular instances of each skill in a sequence of related activities, while members of the third group were introduced to these skills during sociodramatic play activities. Following instruction, members of the first and second treatment groups were significantly better at using these skills than were those participating in the third group; in addition, the first group was significantly better than the second group at skill use. There was strong internal consistency of performance among posttest tasks for the first group, as compared with performances on tasks by the latter two groups. (MP)

ED 230 301 PS 013 579

*Bourisaw, Donna E.; Rybicki, Carolyn*
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
**Saint Louis Community Coll. at Florissant Valley, Mo.**
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Child Caregivers; Child Development; *Classroom Environment; Day Care; Early Childhood Education; Guidelines; *Infants; *Learning Activities; Teacher Role; *Teacher Workshops
IDENTIFIERS- *Toddlers

Described in this document are workshop activities and materials designed to introduce caregivers working with infants and toddlers to new curriculum ideas. A packet of handouts are provided to explain infant/toddler group care environments, daily scheduling patterns, center made activities, and toys and games. All of the steps necessary to present the workshop are explained in detail; a workshop evaluation form is also appended. (Author/MP)

ED 230 302 PS 013 585

*Stein, Theodore, J.; Rzepnicki, Tina L.*

Decision Making at Child Welfare Intake: A Handbook for Practitioners.

**Child Welfare League of America, Inc., New York, N.Y.**
SPONS. AGENCY- Children's Bureau (DHEW), Washington, D.C.
REPORT NO.- ISBN-0-87868-213-9
PUB DATE- 83
GRANT- 90-CW-2043(02)
AVAILABLE FROM- Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Paper, 11.95, plus 1.50 shipping).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTIONS- Caseworker Approach; *Child Welfare; *Decision Making; Delivery Systems; Guidelines; *Identification; *Planning; Voluntary Agencies; Welfare Recipients; *Welfare Services

A three-phase model for decision making at intake for both protective services and voluntary child welfare services is described in this manual. These phases include (1) reception, in which decisions are made as to whether a case seems appropriate for agency services; (2) investigation and problem assessment, which involves assessments regarding evidence of abuse or neglect; and (3) service planning, in which case plans are formulated as written service agreements that provide a framework for service delivery and future decision making. Steps for accomplishing each phase are detailed, and decisions associated with each phase are listed in order to assist in the process of determining whether protective services, voluntary services, or both should be sought. Flow charts that show the process workers follow to make decisions are presented for each decision covered; questions arising in the process of making each decision, as well as directives for staff action, are included. Finally, case examples are presented throughout the manual, as are tasks to enhance development of the learner's decision-making skills. (MP)

ED 230 303 PS 013 589

*Coutu, Linda A.; And Others*

Food for Thought: A Cooking Approach to Reading.

**Harrisville Public Schools, RI.**

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C. Right to Read Program.
PUB DATE- 80

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cooking Instruction; *Elementary School Students; Grade 3; Guidelines; *Integrated Activities; *Learning Activities; Primary Education; Reading Instruction
IDENTIFIERS- *Following Directions; *Recipes (Food)

Because third-grade students had difficulty following directions and completing sequencing activities, the Pascoag Grammar School (Rhode Island) developed an instructional program of cooking and cooking-related activities for implementation during the school year. This publication, which documents the instructional strategy, consists mainly of 15 recipes developed in the cooking activity program. Guidelines are provided for implementing the activities. (RH)

ED 230 304 PS 013 592

*Zadra, Phyllis*
The City University of New York Report on Child Care. Fall 1982.
**City Univ. of New York, N.Y.**
PUB DATE- 31 Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Day Care Centers; Eligibility; Financial Support; *Institutional Characteristics; *Program Development; School Surveys; Student Recruitment; *Universities
IDENTIFIERS- City University of New York

Described in this report are the types of child care programs (day care, Headstart, child-sitting, or drop-in centers) presently in operation within the City University of New York. Descriptions, based on data collected during the fall of 1982 from the university's nine colleges, emphasize support structures and obstacles encountered in starting, running, and humanizing each program. Highlights about child care needs and information identified include: (1) facilities at all campuses are limited to 50 children per semester; (2) child care programs generally are supported by donations, student activity fees and various fund-raising efforts--creating fiscal uncertainty; (3) child care facilities in or near the college campuses are insufficient, with long waiting lists; (4) more than 20% of the student population are parents, with higher percentages among minority females; (5) child care facilities significantly influence student/parents' ability to remain in school; and (6) potential University applicants have indicated that child care is important to them. Some suggestions for maintaining and expanding the child care programs within the university are outlined in the concluding chapter of the report. A list of colleges and their programs is appended along with the results of the Office of Admission Services survey on child care needs, conducted during November, 1982. (MP)

ED 230 305 PS 013 593

*Schlansker, Jill Thrift; And Others*
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Individual Power; *Locus of Control; *Low Income Groups; Mexican Americans; *Mothers; Parent Child Relationship; *Premature Infants; Psychological Characteristics; *Self Esteem
IDENTIFIERS- *Birth Weight; Texas (San Antonio)

Reported in this paper are preliminary results from a study designed to examine the development of self-esteem and mastery of mothers with infants of very low birth weight (VLBW). (The term "self-esteem" is defined as the degree of positive or negative self-regard reported by an individual, and "mastery" is defined as the extent to which an individual believes he or she has a causal role in determining the outcome of events importantly affecting his or her life.) A total of 20 low-income Mexican-American mothers who gave birth to VLBW infants (1,250 grams or less) participated in the study along with 20 socioeconomically matched mothers having infants of normal birthweight. Self-esteem was assessed on the Rosenberg Self-Esteem Scale, and mastery was assessed on the Pearlin Mastery Scale. Results suggested that mothers in both groups possessed normally high levels of self-esteem, regardless of their infants' birthweights, and that mastery in mothers of VLBW infants was associated with self-esteem (that is, the higher the mother's self-esteem, the higher her mastery, and vice versa). (MP)

ED 230 306 PS 013 594

*Amodeo, Luiza B.; Arnberg, Lenore*
Issues in Early Childhood Bilingualism: Pros and Cons.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; Age Differences; Bilingual Education; *Bilingualism; *Child Development; Cognitive Development; Early Childhood Education; Interference (Language); Language Acquisition; Literature Reviews; *Research Problems; Self Concept; *Young Children

Parents, educators, psychologists, and linguists are concerned about the effects of bilingualism on children, particularly young children. Although it is generally agreed that the minority-language child should develop bilingual and bicultural competence, there is disagreement concerning the role the two languages should play in the child's early language development. However, when reviewing studies dealing with the effects of early bilingualism on the child's cognitive and language development, academic performance, and self-concept, it appears that this disagreement or inconsistency has more to do with the state of the art in research methodology than with the quality of bilingual education itself. Current research methods have not been successful enough in separating outside variables such as attitudinal factors, socioeconomic factors, the influence of the home, and individual difference factors among children from the factor of bilingualism itself. In conclusion, although research findings detect a slight inclination towards the support of early bilingualism, more questions remain unanswered than are answered, thus preventing a definitive answer to support either the pro or the con position on early bilingual education. (MP)

ED 230 307 PS 013 597

*Zukow, Patricia Goldring*
The Relationship between Interaction with the Caregiver and the Emergence of Play Activities During the One-Word Period.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Child Development; Children; *Communication Skills; Individual Differences; *Interaction; Knowledge Level; Observation; Play; *Semantics; Socialization; *Teacher Influence
IDENTIFIERS- *Caregivers; Vygotsky (Lev S)

The relationship between interaction with the caregiver and the emergence of play activities during the one-word period was examined. In particular, investigation centered on Vygotsky's views regarding the importance of social interaction as the source of the child's knowledge of the world. To empirically examine the role of the caregiver, observations were made of six children (two children were observed at each of three levels of semantic development within the one-word period). At each of the three levels, the children's performance during interactive play sequences was found to be more advanced than their performance during noninteractive sequences. These results lend support to Vygotsky's contention that cultural activities are first acquired on the interpersonal level and later displayed at the intrapersonal level. (Author/MP)

ED 230 308 PS 013 702

*Eimer, Bruce N.; And Others*
Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Adolescents; Age Differences; Aggression; *Childhood Attitudes; *Discipline; *Evaluative Thinking; *Fathers; Interviews; *Males; Measures (Individuals); *Parent Role; Predictor Variables
IDENTIFIERS- Parent Behavior; *Transgression Behavior

The primary purpose of this study was to evaluate age-developmental differences in boys' incorporation of information about chronicity of a transgressor's behavior in their judgments of the efficacy of paternal disciplinary behaviors. Additionally, the study was designed to investigate boys' evaluations of fathers' applications of different types of discipline. A total of 157 Caucasian boys ranging from 5 to 16 years of age participated. The expectation was confirmed that 8- to 9-year-olds and 11- to 12-year-olds, but not 5- to 6-year-olds, would judge paternal disciplinary behaviors to be efficacious in preventing future transgression. However, the expectation that boys 11 to 12 years of age and older would incorporate "chronicity" information in their efficacy judgments was not confirmed. Additionally, contrary to predictions, 15- to 16-year-olds did not judge paternal disciplinary behaviors to be efficacious at all. Evaluations of the disciplinary fathers were, relatively, strongly negative at the 5- to 6-year age level and neutral to very good at all older age levels. However, only the 11- to 12-year-olds evidenced a significant relationship between their efficacy judgments of paternal discipline and their evaluations of the fathers. Findings are interpreted in terms of post-hoc evidence of boys' mediating conceptions derived from verbal interviews. (Author/MP)

# DOCUMENT RESUME

ED 230 309 PS 013 705

*Hrncir, Elizabeth J.; And Others*
What Are We Testing? A Cross-Cultural Comparison of Infant Competence.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Ability; Comparative Analysis; Cross Cultural Studies; *Infants; Motivation; *Play; *Predictive Measurement; *Spontaneous Behavior
IDENTIFIERS- *Bayley Mental Development Index; Bermuda; United States

A study was conducted to test the hypothesis that spontaneous mastery would predict infant functioning on the Bayley Mental Development Index better than would infants' executive capacity scores. At 12 and 18 months of age, 38 infants (20 from Pennsylvania and 18 from Bermuda) were observed for 30 minutes in their homes while engaging in spontaneous play with two sets of toys. Each child's most sophisticated play act was coded by the observer on a 12-step play scale. (The 12-step play scale reflects the progression of play behaviors from the infants' early explorations and object groupings to their later emerging pretend acts directed at both self and others, their substitution of objects, and their use of sequenced acts in pretense.) To measure infants' executive capacities, the same observer encouraged the child to engage in play more sophisticated than that which was displayed during free play. The child's executive capacity scores were then established as the difference between spontaneous and elicited play. Infants' mastery persistence scores were calculated by weighting the frequency of spontaneous play activity according to the play level in which it occurred. Results provided support for the study's hypothesis. (MP)

ED 230 310 PS 013 709

*Schunk, Dale H.*
Request-Response Strategies Among Elementary Teachers and Students.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Communication (Thought Transfer); *Elementary School Students; *Elementary School Teachers; Grade 4; Grade 5; Intermediate Grades; *Student Reaction; *Student Teacher Relationship; *Teacher Response
IDENTIFIERS- *Compliance (Behavior)

A preliminary study was conducted to investigate strategies that elementary teachers and students use in responding to requests and to determine whether strategy use varies with request imposition. Subjects were 26 fifth-grade students drawn from six classes in one school district and 17 fourth- or fifth-grade teachers from the same district. Individual teachers were presented with 20 student requests, one at a time, and were asked to respond to each request as they might in a classroom setting. They were also asked not to dwell on each item but to respond spontaneously. Following comparable procedures, investigators provided individual students with 20 teacher requests. Imposition ratings of requests were collected a month later to eliminate potential bias due to selective memory for items. Results indicated that both teachers and students perceived differences in impositions among a set of requests made of them. Since teachers judged requests to be more of an imposition than did students, they were less likely to respond with simple compliance and more apt to comply conditionally or not to comply at all. Students' response strategies did not vary as a function of request imposition; their predominant response was simple compliance. (MP)

ED 230 311 PS 013 710

*Fowell, Nancy; Lawton, Joseph T.*
Preschool Children's Learning of Concepts at Four Levels of Abstraction.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Abstract Reasoning; *Advance Organizers; Classification; Comprehension; *Concept Formation; *Difficulty Level; *Preschool Children; Preschool Education; Retention (Psychology)

A unit on animals was taught to 64 preschool children (44 in an experimental group and 20 in a control group). Children in the experimental group were taught nine major concepts over four levels of abstraction (designated as superordinate, intermediate, subordinate, or particular levels). Each concept was presented by means of an advance organizer followed by related activities. The order of presentation was sequenced in a hierarchical manner with superordinate concepts being taught first and particular concepts being taught last. Animal concepts were also taught to the control group, but advance organizers were not employed and concepts were introduced primarily at the particular level. Over a 10-week period, five concept tests were administered to all 64 children. Tests were composed of four subtests designed to measure concept attainment at four levels of generality. Results indicated that children in the experimental group, as compared to those in the control group, obtained significantly higher performance scores on 14 out of 15 subtests and showed significant score increases from the first to the fifth test on all four levels of concept generality. (Author/MP)

ED 230 312 PS 013 711

*Moss, Ellen Sheiner*
Mothers and Gifted Preschoolers Teaching and Learning Strategies.
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Comprehension; *Gifted; Metacognition; *Mothers; *Parent Child Relationship; *Preschool Children; Preschool Education; Problem Solving; *Teaching Styles

In this study, the teaching strategies of mothers of 14 gifted preschoolers were compared with the teaching styles of mothers of 14 nongifted children of the same age. Mothers were individually observed and videotaped while teaching three problem-solving tasks to their children. These videotaped interactions were then coded according to the structuring and elaborative strategies used by both mothers and children. Results indicated that mothers of gifted preschoolers helped their children structure the tasks as goal-directed operations, highlighted perceptual and functional cues to aid feature detection, and encouraged metacognition to a greater extent than did mothers of children in the nongifted sample. Gifted children displayed greater comprehension of rules, subgoals, and functional relations among objects; in addition, they used metacognitive strategies to regulate their behavior more frequently than did nongifted preschoolers. Both teaching and learning strategies varied according to the structure of particular tasks. (Author/MP)

ED 230 313 PS 013 714

*Longfellow, Cynthia; Szpiro, Susan Zur*
Maternal Depression: A Source of Stress for Children.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Children; *Depression (Psychology); Emotional Development; Locus of Control; *Mothers; Parent Child Relationship; Parent Influence; Predictor Variables; Self Esteem; *Stress Variables; *Well Being

The purpose of this study is twofold: (1) to determine whether a relationship exists between maternal depressive symptomatology and children's emotional well-being, and (2) to determine specifically whether it is the depressed mother's lack of supportiveness that affects her child's well-being. A total of 160 nonclinical population mother/child pairs from low- and moderately low-income families participated. A 3- to 4-hour structured interview on stress and well-being was administered to each mother. The interview obtained information about the mother's mental and physical health, relationships with family and friends, parenting and child care practices, family finances, and contacts with mental health and welfare institutions. Each child was administered a half-hour interview that included self-report scales measuring locus of control, self-esteem, happiness in the parent/child relationship, and worries, as well as questions about the child's social support networks. In general, results support the hypothesis that maternal depression and amount of maternal support are related to children's emotional well-being. They also suggest that maternal depression and amount of maternal support are independent of each other, each exerting a unique effect on children. (MP)

ED 230 314 PS 013 751

*Katz, Lilian G.*
Talks with Parents on Living with Preschoolers.
**ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
CONTRACT- NIE-400-83-0021
AVAILABLE FROM- Publications Office, ERIC/EECE, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog #196, $6.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTIONS- *Child Rearing; Family Life; *Individual Development; *Parent Education; Parent Materials; *Parent Role; *Preschool Children; Preschool Education; *Social Development
IDENTIFIERS- *Parenting

Focusing on parents' most persistent concerns about their children's growth and development, the 54 brief articles collected in this volume first appeared as monthly columns in "Parents Magazine." Section 1, "The Challenges of Parenthood," includes essays on alternative approaches to discipline, the limits of openness, teaching children to cope with problems, setting limits, solving parental disagreements about childrearing practices, and other topics. Section 2, "As They Grow," discusses, among other topics, vital signs of preschool development, shyness, imaginary companions, and sex-role development. Section 3, "Reaching Out to Others," provides comments about early friendships, encouraging preschoolers' interests, television watching, children and pets, and other subjects. Section 4, "Beyond the Home," explores issues such as selecting a preschool, early academics, and traveling with children. Each of the articles offers suggestions for dealing with issues commonly faced by parents of young children. Throughout the articles, it is suggested that parents ought not to readily accept "expert" opinion but should instead consider the suggestions in light of their own values and goals. (RH)

ED 230 315 RC 013 908

*Stutzman, Esther*
The American Indian Social Studies Curriculum Activity Guide, Grades 7-8.
**Coos County Education Service District, Coos Bay, OR.; Willow River Indian Benevolent Association, Coos Bay, OR.**
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian History; American Indian Languages; American Indians; *American Indian Studies; Art; Clothing; Cultural Activities; Cultural Awareness; Elementary Education; *Enrichment Activities; Ethnic Stereotypes; *Films; Food; Grade 7; Grade 8; *History Instruction; Housing; Junior High Schools; Maps; Philosophy; *Supplementary Reading Materials; Transportation; Tribes
IDENTIFIERS- Oral Literature; Tribal Government

An attempt to add substance to history, the curriculum guide for grades 7-8 presents in 12 culture guides information on American Indians for teachers to use as supplement materials to social studies texts. Each culture guide is accompanied with a teacher guide offering activities or discussion/quiz questions. Topics of culture guides encompass stereotypes of American Indians, origins of the people, culture areas in geography (Northeast, Southeast, Plains/Prairies, Southwest, Pacific Northwest, and Far North), culture area maps and overviews, tribes, government, subsistence (housing, food, clothing, and transportation), language, philosophy, oral literature, art, and the present. Additional information provided includes: a list of places to go on field trips, a historical timeline from 15,000 B.C. to the present, culture comparison chart form, a map to study the Western Movement, and a list of 70 Indian-subject films that have been approved by various Indian Education Parent Committees. (ERB)

ED 230 316 RC 013 949

*Miller, Hubert J.*
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Cultural Background; Cultural Interrelationships; Interviews; *Local History; *Mexican American History; Mexican Americans; *Oral History; Primary Sources; *Research Tools; *Social History
IDENTIFIERS- *Rio Grande Valley; *Texas (South)

Scholars of Chicano history have been negligent in using oral history as a research tool whereas colleagues in other disciplines (e.g., Manuel Gomio, Paul Taylor, Oscar Lewis, and Americo Paredes) have used the technique extensively. The growing list of oral history projects since the early 1970's argues well for the greater use of oral history collections in writing on Chicano folklore, immigration, farm labor, political movements, and border history. However, a brief survey of history texts on the lower Rio Grande Valley reveals a striking neglect of Chicano history in the 20th century even though the history of this minority antedates that of the Anglos, and the bulk of the population is Chicano. Yet works by Lyle Brown, Devra Anne Weber, George N. Green, and Ricardo Romo show the type of Chicano information that can be gathered. Interviews conducted between 1976 and the present provide eye witness accounts of ranching, the medical profession, Mexican Revolution, border turmoil, migrations, ethnic relations, and social, economic, and political aspects of life in the lower Rio Grande Valley since 1900. These pioneering efforts in using oral history must be increased so that a more comprehensive account can be written about all aspects of Chicano experiences. (NQA)

ED 230 317 RC 013 993

*Stutzman, Esther*
The American Indian Social Studies Curriculum Activity Guide, Grades 9-12.
**Coos County Education Service District, Coos Bay, OR.; Willow River Indian Benevolent Association, Coos Bay, OR.**
SPONS. AGENCY- Office of Indian Education (ED), Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian History; American Indians; *American Indian Studies; Cultural Activities; Cultural Awareness; *Enrichment Activities; Ethnic Stereotypes; Federal Indian Relationship; *Films; *History Instruction; Land Settlement; Learning Activities; Maps; Secondary Education; *Supplementary Reading Materials; Treaties; Tribes

Designed to provide supplementary information on American Indians for the teaching of American history, the activity guide for grades 9-12 offers background knowledge and suggested discussion topics for students. Contents of the guide include: a historical timeline outlining major events from 15,000 B.C. to the present; Hollywood's influence on Indian stereotypes; generalities of culture areas; descriptions of each culture area (Northeast, Southeast, Plains, Southwest, California and the Great Basin, Pacific Northwest, and Far North); information on the Bering Land Bridge Theory; and Columbus' role in discovering America. Other topics presented are conflicts resulting from colonization; variation of economic systems of Indians and Europeans; the various people, attitudes, and ideas that came to the New World; the warpath myth; background information on treaties; the federal government's role in Indian history; the role of policymakers toward Indians; and the struggle American Indians have today. Appendices provide classroom activities, a list of 10 recommended historical films, a list of 70 Indian education films, and a map indicating the 9 culture areas. (ERB)

ED 230 318 RC 013 998

"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982).

**National Indian Council on Aging, Albuquerque, N. Mex.**

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Aging (Individuals); Alaska Natives; *American Indians; Civil Liberties; Delivery Systems; Futures (of Society); *Gerontology; Health Needs; *Older Adults; *Policy Formation; Socioeconomic Status; Tribes
IDENTIFIERS- *National Indian Council on Aging; *White House Conference on Aging

Attracting over 550 Indian and Alaska Native participants representing 139 tribes, the conference focused on formulation of a National Indian Policy on Aging and paying tribute to American Indian and Alaskan Native elders. Section I of the proceedings presents an introduction with background information on the conference and conference format highlighting special events (picnic, traditional dress revue). Section II is devoted to participants who received Elder of the Year awards in their region. Section III presents excerpts from Wendell Chino's (President of the Mescalero Apache Tribe) keynote address. An overview of main issues and concerns expressed at the conference is presented in Section IV. Workshop descriptions are included in Section V. Topics of workshops presented are: federal and local Indian aging policy development; fundraising for aging programs; intergenerational programs; recording and teaching tribal traditions; an overview of Title VI; maintaining your health; basics of the Older American Act; Civil Rights of Indian Elders; wake up to exercise; the aging process; and money management. Concluding is the summary of the project, National Indian Council of Aging, Inc. Appendices contain 17 resolutions adopted and passed at the conference and Indian issues of the 1981 White House Conference on Aging. (ERB)

ED 230 319 RC 013 999

Access, a Demonstration Project: Entitlement for Indian Elders. Final Report.

**National Indian Council on Aging, Albuquerque, N. Mex.**

PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- American Indians; Community Characteristics; Community Surveys; *Delivery Systems; Financial Needs; Health Needs; Housing Needs; Individual Needs; Information Needs; *Needs Assessment; *Older Adults; Participation; *Reservation American Indians; Social Characteristics; *Social Services; Transportation; Tribes; *Urban American Indians; Widowed
IDENTIFIERS- Jicarilla Apache (Tribe); National Indian Council on Aging; Oglala Sioux (Tribe); Papago (Tribe); *Reservation Access Project; Siletz (Tribe); Urban Access Project

As a result of growing concern for American Indian elderly and an awareness of many not participating in entitlement programs (Food Stamps, Commodities) for which they were eligible, representatives of the Administration for Native Americans and the National Indian Council on Aging (NICOA) planned to conduct an access survey and to develop an access model. Beginning in spring 1979, four reservation sites (Papago, Jicarilla Apache, Pine Ridge, and Confederated Tribes of Siletz) were surveyed and data gathered through personal interviews with Indian elderly people. In addition to reservation survey efforts, a similar survey was conducted in Albuquerque during 1982. This survey compiled the same types of information as the reservation-based surveys, except that this effort was aimed at discerning the needs of urban Indian elderly. Survey findings presented needs of reservation and urban Indian elderly regarding income for basic subsistence needs, protection and surveillance against abuse and burglary, transportation, household maintenance, information and advocacy for enrollment in entitlement programs, a "comforter" visitation program, cultural enrichment activities, and educational effort for relatives of the elderly to encourage assistance. A description of an Access Project Model with five action plans concludes the report. Appendices provide job descriptions, work plan, sample letter, role of NICOA, and statistical information on elderly participation. (ERB)

ED 230 320 RC 014 017

*Horn, Jerry G.*
Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Assessment; *Education Courses; *Field Experience Programs; Higher Education; *Inservice Teacher Education; Program Effectiveness; Questionnaires; *Rural Education; Student Teaching; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Kansas

In an effort to draw together a program response to needs of those preparing to teach in rural/small schools, a review of literature is provided, which concludes with an indepth look at a 1982 research project conducted on the topic. It investigates how important some 45 areas of college studies are to success in current teaching assignments of 162 Kansas teachers who are recent college graduates. A summery of responses indicates differences in degrees of emphasis, rather than a completely different set of qualifications needed for successful teaching in rural schools. The response to problems appearing in the literature review includes a suggestion that undergraduate programs provide a wide range of study and experiences, including those applicable to rural/small schools. Based on studies and recommendations set forth, 18 specific areas to be emphasized in education programs are identified, including that pre-service secondary education students are strongly advised to prepare to teach in at least 2 subject areas. Although total rural education programs are impractical, it is suggested: that early experience in the field and longer student teaching periods (a minimum of 12 weeks) are valuable; that undergraduate programs should include rural/small school preparation; and that inservice/continuing professional development courses be offered to current teachers. (AH)

ED 230 321 RC 014 022

Perfecting and Understanding Roles in Education. Proceedings of the Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983).

**People United for Rural Education, Alden, Iowa.**

PUB DATE- Feb 83

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTIONS- Access to Education; Board of Education Role; Computer Assisted Instruction; *Educational Trends; Futures (of Society); *Government Role; Parent Role; *Rural Education; *School Community Relationship; *State Programs; *Teacher Role

IDENTIFIERS- *Iowa; People United for Rural Education

Proceedings of the 1983 People United for Rural Education conference are developed around the theme of "Perfecting and Understanding Roles in Education." Following the introductory materials are 12 papers which were presented at the meeting. Major addresses and authors include: "A Federal Perspective for Excellence in Rural Education," Lawrence Davenport; "Partnerships," Anne Campbell; "School Board's Role and Responsibility," T. E. Davidson; "Role of Community, Business, and School: CAL School and Community," James D. Jess and Jerry Plagge; "Role of Parent and Role of Teacher," Margaret Borgen; and "Computer Assisted Instruction in Iowa," Bill Ashby. In addition, remarks from Jon Baker which were presented at the banquet are provided along with Governor Terry E. Branstad's (Iowa) budget recommendations for education. The third general session contained the following papers and authors: "Coordinating Rural Education Activities in the U.S. Department of Education," Duane M. Nielsen; and "The Staples Story," Richard Donat. The fourth general session report encompasses the meeting with Iowa legislators, and the closing session provides a paper by Dale W. Lick, "Rural Education: A Glimpse at the Future." A report from the business meeting, conference '83 recognitions, a note of appreciation, and the roster of exhibitors conclude the report. (AH)

ED 230 322 RC 014 024

*Jacobsen, G. Michael, Ed.*
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7th, Dubuque, IA, July 24-27, 1982).
**Iowa Univ., Iowa City. School of Social Work.**

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Jul 82
GRANT- NIMH-1-T01-MH15870-03
AVAILABLE FROM- University of Iowa, School of Social Work, North Hall, Iowa City, IA 52242 ($10).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Child Abuse; Child Welfare; Community Action; *Community Education; Community Programs; Consultants; Health Services; *Older Adults; *Program Development; Rural Education; Rural Urban Differences; *Rural Youth; Social Networks; *Social Work; Volunteers
IDENTIFIERS- Incest

The papers selected for this reader represent the broad range of "practice oriented" interests, problems, populations, and interventions found in both rural social work and at the Seventh National Institute. Section 1 contains four papers which deal with program development and community practice, i.e., planning social services in a nonmetropolitan area, rural networks, volunteer programs, and rural community education. Rural elderly are addressed in section 2 via papers on social work consultants, in-service needs of nursing home staff, and preparation of practitioners to work with the rural elderly. In section 3, abusing and neglecting families in rural areas are addressed in terms of education programs for abusing parents, teenage victims of incest, and incestuous fathers. Section 4 covers rural youth services via three papers on adolescents' perceptions of human services agencies, child protective services, and social work in rural schools. Concluding the reader is a section containing three papers on social work education and practice in rural areas. (AH)

*Zuberi, Habib*
Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.**
REPORT NO.- ED-82/W9/71
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Developing Nations; Educationally Disadvantaged; *Educational Needs; *Enrollment; Foreign Countries; *Literacy; Needs Assessment; *Rural Development; *Rural Education
IDENTIFIERS- Africa; Arab States; Asia; Haiti

The report contains information based on the country presentation papers submitted by the 31 countries for the 1981 United Nations Conference on the Least Developed Countries (LDCs). It is intended as a background document for the Unesco meeting of experts from the LDCs on "needs and priorities in regard to education" to be held at Unesco in 1982. The document has many lacunae depending on the importance accorded to education in the country papers and on the information provided therein on education programs. Africa, having 21 of the 31 LDCs, is presented in terms of its present situation concerning: primary education; secondary education; higher education; and mass education, basic education, and adult education. Asia, including 7 of the LDCs, each with different physical, climatic, and socio-cultural characteristics, is discussed in terms of: primary education, secondary education and vocational training; higher education; and literacy programs. Two Arab States are described in terms of a brief review of their primary, secondary, and higher education. Haiti, the only country in the Western hemisphere included among the 31 LDCs, is also discussed. The document concludes with a look at education and rural development. Statistical tables are dispersed throughout the report. A French foreword and summary are included. (AH)

# DOCUMENT RESUME

ED 230 324 RC 014 038

*Stoessiger, Rex*
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73.
**Tasmanian Education Dept., Hobart (Australia).**
SPONS. AGENCY- Australian Dept. of Education, Canberra.; Australian Education Research and Development Committee, Canberra.
REPORT NO.- ISBN-0-7246-1880-5
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Dropouts; Educational Status Comparison; *Employer Attitudes; *Employment Opportunities; Employment Patterns; *Females; Foreign Countries; Individual Characteristics; Occupational Surveys; Outcomes of Education; *Out of School Youth; *Rural Areas; Rural Development; Secondary Education; Sex Differences; Socioeconomic Influences; *Unemployment
IDENTIFIERS- *Australia (Tasmania)

An analysis of a 1979 questionnaire and interviews with young women leaving school or continuing their education in country areas of Tasmania revealed that the females were having greater difficulty in obtaining employment and were the most isolated when unemployed. For this reason it was considered desirable to continue the study. A questionnaire was sent in April 1981 to the 512 female students who were in Years 9 and 10 in 1978. The questionnaire was designed to provide information on the number of students entering the work force and continuing their education, employment histories and experience of unemployment of those leaving school, as well as to update 1979 information. Questions concerned activities of the females and their desire for further education. Additionally, the questionnaire was sent to 66 males to allow for male/female comparisons. Employers were questioned concerning their attitudes about the qualifications of those they employed. Responses were obtained from 117 of the 148 school leavers surveyed in 1979. Many findings from this follow-up study confirmed those of the initial study. Appendices include: the questionnaire used to survey high school leavers; transcripts of interviews with 30 females; a list of questions asked of employers; and findings and recommendations of the 1979 survey. (AH)

ED 230 325 RC 014 039

*Stoessiger, Rex*

Education and Local Development in Australian Rural Areas. Research Study No. 74.

**Tasmanian Education Dept., Hobart (Australia).**

SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

REPORT NO.- ISBN-0-7246-1888-0
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- Community Development; Cooperative Programs; Cultural Influences; *Economic Development; Educational Research; Foreign Countries; *Outcomes of Education; Political Influences; Quality of Life; *Rural Areas; *Rural Development; School Business Relationship; *School Role; Social Influences
IDENTIFIERS- *Australia; *Education and Local Development Project

The study provides an overview of the Education and Local Development (ELD) projects conducted in Western Australia, Victoria, New South Wales, and Tasmania as part of the OECD/CERI (Organisation for Economic Co-operation and Development/Centre for Educational Research and Innovation) project. The CERI ELD project was planned to investigate: the role education may play in creating the pre-conditions for local development; the role education may play as an agent directly stimulating employment opportunities; the appropriate balance for education's effects on individual fulfillment, community development, and the interests of society as a whole; and the degree to which, and the ways in which, policy makers from both education and development agencies need to work together to achieve development aims. Sections of this report address: the project background; the Australian ELD projects; how education can lead directly to local economic development; how education gives indirect support to local economies; education and local political development; how education can support local society and culture; education as a partner in the provision of joint resources; how education can inhibit local development; unlocking local resources; and the conclusions. (AH)

ED 230 326 RC 014 040

*Gaither, Greg*
Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report.
**East Central Kansas Cooperative in Education, Baldwin City, KS.**
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cooperative Programs; *Cost Effectiveness; *Delivery Systems; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Mainstreaming; *Normalization (Handicapped); Outreach Programs; Program Descriptions; *Program Effectiveness; Questionnaires; *Rural Schools; Special Education
IDENTIFIERS- *Kansas

The progress report covers the first year activities of the East Central Kansas Cooperative in Education's interrelated service delivery system for providing services for handicapped students in rural areas. Following a presentation of the rationale for using the interrelated service delivery approach, the following project objectives and the results for each are listed: (1) organize and implement 15 interrelated classrooms serving handicapped students within the 4 districts served; (2) conduct and evaluate an inservice program adequate for training teacher competencies needed to implement an interrelated program and develop a manual based on inservice strategies; (3) identify and provide needed support services for teachers assigned to interrelated classrooms in the areas of behavior management, instructional planning, and instructional methods and materials; (4) identify and utilize procedures which maximize the efficacy of interrelated classrooms; (5) facilitate and document evidence of consumer acceptance and satisfaction; and (6) investigate and document evidence of the effectiveness of the program via student achievement and progress. The appendices, which comprise the majority of the report, include forms for inservice training, teacher support and activity, instructional materials centers, consumer satisfaction, and pupil performance. (AH)

ED 230 327 RC 014 041

*O'Malley, Edward, Ed.*
American Indian Education Handbook.
**California State Dept. of Education, Sacramento. American Indian Education Unit.**
PUB DATE- 82
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *American Indian Education; *American Indian History; American Indians; *American Indian Studies; *Cultural Influences; Definitions; Elementary Secondary Education; Ethnic Stereotypes; Evaluation Criteria; Maps; Resource Materials; *Resource Units; Student Attitudes; Student Behavior; *Student Characteristics; Values
IDENTIFIERS- *California

Written for teachers instructing both Indian and non-Indian students, the handbook provides information on American Indians in California. The handbook is presented in six chapters. Chapter 1 is devoted to terminoloy (e.g., American Indian, Native American, tribe, band, rancheria, and chief). Chapter 2 details historic and cultural changes related to American Indians. Stereotypes and misconceptions about American Indians are the subject of Chapter 3. Chapter 4 deals with the importance of American Indian values that differ from values of mainstream America. Chapter 5 is devoted to the teaching of American Indian children, providing non-Indian teachers with student-related information that may help to establish a good student-teacher relationship. Chapter 6 provides detailed lesson plans for kindergarten through grade 12 on the whole of Indian life (e.g., early Californians, Indian environment, influence of non-Indians, transition into the 20th century). References consist of: general references (207 titles); skills, crafts, and games (24 titles); books for students (47 titles); newspapers and journals (11 titles); sources of songs and music (5 titles); and films (24 titles). Appendices contain a chronological listing of events in American Indian history from 850 B.C. to 1980, four maps of California relating to Indians, and suggested criteria for evaluating instructional materials. (ERB)

ED 230 328 RC 014 042

*Twitchell, Wirt B.*
Educational Pluralism and the Native American Student.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- American Indian Culture; *American Indian Education; American Indians; *Cultural Differences; *Cultural Pluralism; Definitions; Elementary Secondary Education; *English (Second Language); Government Role; Language Usage; Peer Influence; *Reservation American Indians; Self Concept; Sociocultural Patterns; *Sociolinguistics

The report is developed around five priorities which are based on the premise that English as a second language (ESL) students in general, and the reservation bound Indian students specifically, are isolated both educationally and culturally due to conflicts of language and learner based confusion of terms, ideas, and concepts as a result of psycho-social disparity between the tradition based Indian culture and the English-speaking culture. The five priorities include: methodologies that lessen classroom confrontation and support the student; definitions of ESL populations; accurate sociolinguistic descriptions, i.e., how learners view themselves, their peer group, and the values, goals, and motivations of the majority English-speaking group, and how these component parts affect classroom learning; the effects of peer emulation and mediation on language monitoring and performance; and understanding the logic of substandard language usage through an analysis of communicative dysfunctions. The report concludes that subject-area teachers and administrators need to become informed about realistic ESL matter in order to alter and/or adapt curricula and materials; that federal mandates authorizing increased expenditures do not provide answers to all problems; and that research must be initiated in areas pertinent to ESL students and disseminated to the classrooms for implementation or adaptation of curricula and educationally related instruction. (AH)

ED 230 329 RC 014 044

*Rincones, Larry*

St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982.

**Saint Edward's Univ., Austin, Tex.**

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Access to Education; *College Freshmen; *College Programs; Enrichment Activities; Enrollment; Higher Education; Medical Services; *Migrant Health Services; *Migrant Programs; *Program Effectiveness; Questionnaires; Student College Relationship; Student Needs; Student Recruitment; Tutorial Programs
IDENTIFIERS- *College Assistance Migrant Program; *Saint Edwards University TX

The College Assistance Migrant Program (CAMP), a one-year college program, is designed to facilitate access and, with comprehensive support activities, the successful completion of two semesters of college for qualified migrant students. Combining university and program resources, CAMP provides total financial aid to cover tuition, fees, and other normal expenses. The university guarantees CAMP students completing their freshman year the additional financial aid to complete their undergraduate studies if they remain in good academic standing and make normal academic progress toward a degree. High school and GED (General Educational Development) graduates are recruited from all parts of the nation; the majority come from Texas and Florida. Program components include recruitment, academic coordination and curriculum, summer enrichment and orientation, freshman studies/basic skills, tutoring, counseling, dorm life, and medical services. This report provides information on CAMP's accomplishments in each program component during the 1981-82 academic year. Data indicate that of 104 students beginning the fall semester, 91 finished with an average grade point average (GPA) of 2.67 and an average of 13.65 credit hours, and that of 88 students beginning the spring semester, 83 completed with an average GPA of 2.54 and an average of 12.78 credit hours. These results marked improved success levels in student performance. (NQA)

*Fracek, Eugene E.*
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980.

**South Dakota State Div. of Elementary and Secondary Education, Pierre. Office of Curriculum and Instruction.**
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *American Indians; Elementary Secondary Education; *Enrollment; Private Schools; *Public Schools; *School Statistics; School Surveys; Special Education; *Teacher Distribution
IDENTIFIERS- *Bureau of Indian Affairs Schools; *South Dakota

Developed to meet baseline and support data needs for affirmative action programs, certification standards, and distribution of Indian educators in schools in South Dakota, the Indian Self-Identified Certified Staff (ISICS) Survey presents data received and compiled during August to November 1980. An analysis of student enrollment information is provided on the 305 schools in South Dakota which include public schools, Bureau of Indian Affairs (BIA) schools, non-public schools, and special education schools. Significant findings include: 174.5 ISICS account for approximately 1.7% of the 10,449.94 Full Time Employees (FTE) of the 209 schools that responded to the survey; approximately 63% of the ISICS are employed in 14 of the 16 BIA schools; ISICS account for approximately 0.6% of the 9,141 FTE's of the 188 public schools; and the 14,809 Indian students account for 10.45% of the 141,675 students enrolled in the 305 schools. A breakdown of Indian student enrollment indicates: of 128,402 public school students, 10,096 are Indian students; of 3,557 BIA students, 3,438 are Indian students; of 8,619 non-public school students, 1,006 are Indian students; and of 1,097 special education students, 209 are Indian students. (ERB)

ED 230 331 RC 014 048

*Fracek, Eugene E.*
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981.
**South Dakota State Div. of Elementary and Secondary Education, Pierre. Office of Curriculum and Instruction.**
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTIONS- *American Indians; Elementary Secondary Education; *Enrollment; Private Schools; *Public Schools; *School Statistics; School Surveys; Special Education; *Teacher Distribution
IDENTIFIERS- *Bureau of Indian Affairs Schools; *South Dakota

Developed to meet baseline and support data needs for affirmative action programs, certification standards, and distribution of Indian educators in schools in South Dakota, the Indian Self-Identified Certified Staff (ISICS) Survey presents data received and compiled during August to November 1981. An analysis of student enrollment information is provided on the 299 schools surveyed which include public schools, Bureau of Indian Affairs (BIA) schools, non-public schools, and special education schools. Findings of the ISICS survey indicate: the 157 ISICS account for aproximately 1.5% of 10,338.1 Full Time Employees (FTE) of the 256 schools that responded; 108 ISICS in 12 BIA schools account for approximately 69% of all ISICS in all schools which returned the survey; ISICS account for less than one-half of 1% of 9,037.9 FTE's of the 187 public schools; and a decline in ISICS in most category areas (i.e., teacher, administrator, and counselor). Student enrollment information indicates a decrease (approximately 2%) of overall student enrollment from 1980; an increase (approximately 2%) in the overall Indian student enrollment from 1980; 15,160 Indian students account for 11% of the 138,411 students enrolled in the 299 schools surveyed; and 18% of all special education school students are Indian. A listing of South Dakota Schools with 10% or more Indian students concludes the document. (ERB)

ED 230 332                                RC 014 049

*Fracek, Eugene E.*
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982.
**South Dakota State Div. of Elementary and Secondary Education, Pierre. Office of Curriculum and Instruction.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *American Indians; Elementary Secondary Education; *Enrollment; Private Schools; *Public Schools; *School Statistics; School Surveys; Special Education; *Teacher Distribution
IDENTIFIERS- *Bureau of Indian Affairs Schools; *South Dakota

Developed to meet baseline and support data needs for affirmative action programs, certification standards, and distribution of Indian educators in schools in South Dakota, the Indian Self-Identified Certified Staff (ISICS) Survey presents data received and compiled during August to November 1982. An analysis of student enrollment information is provided on 300 schools surveyed which include public schools, Bureau of Indian Affairs (BIA) schools, non-public schools, and special education schools. Findings of the returned ISICS surveys indicate: 210 ISICS account for approximately 2.0% of 10,316.2 Full Time Employees (FTE's) of the 287 schools that responded to the survey; 136 ISICS in the 15 BIA schools returning the survey account for approximately 64.8% of all ISICS in all schools returning the survey; ISICS account for approximately 0.7% of the 9,000.4 FTE's of the 187 public school districts; and a general increase in ISICS in most category areas (teacher, administrator, and counselor). Student enrollment information indicated that 14,830 Indian students accounted for 11% of the 136,481 students enrolled in the 300 schools surveyed and 17% of all special education school students are Indian. A listing of South Dakota schools with 100 or more Indian students enrolled concludes the document. (ERB)

ED 230 333 RC 014 050

*Conboy, Ian*
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge).
**Victoria Education Dept. (Australia).**
SPONS. AGENCY- Country Education Project, Victoria (Australia).
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Cost Effectiveness; Educational Assessment; *Experimental Programs; Foreign Countries; Information Dissemination; Pilot Projects; Program Evaluation; Questionnaires; *Rural Education; Secondary Education; Student Attitudes; Teacher Attitudes; *Telecommunications; *Teleconferencing; *Telephone Instruction
IDENTIFIERS- *Australia (Victoria); Isolation (Geographic)

The Charlton pilot project was one of a number of trials undertaken throughout Australia to bring educational resources to isolated children. In this project, Telecom Australia provided seven small Victorian Higher School Certificate (H.S.C.) schools with two first prototype experimental devices: firstly, a small group terminal and secondly, access to an automatic teleconferencing bridge. The terminals enabled the schools to communicate in a group-to-one situation or a group-to-group situation. The automatic bridge enabled the schools to interact together in a multi-group situation. Seventeen teachers used the 2 devices with 36 high school students to teach Australian history, art, English literature, and politics. Data for evaluation were collected from logbooks; teacher and student questionnaires completed after a sample of sessions; two interviews of principals, teachers, and students; a form of participant listening; and Telecom Australia. The system was used 27 times with the bridge and 95 times without the bridge. The major contribution was to give schools access to a range of external expertise such as H.S.C. examiners, present and past politicians, and authorities on Aboriginal affairs. Of a secondary consequence was the flow of printed information to the schools and an exchange of information between the teachers using the teleconference system. (Author/AH)

ED 230 334 RC 014 054

Study of School Programs for Alberta Natives. Executive Summary.
**I. D. Systems Ltd., Calgary (Alberta).**
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Curriculum Policies.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *American Indian Education; American Indian Studies; *Canada Natives; *Cultural Education; Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Foreign Countries; *Native Language Instruction; Parent Attitudes; Program Descriptions; Program Development; *School Surveys; State Schools; Teacher Response
IDENTIFIERS- *Alberta; Federal Schools (Canada); Tribally Controlled Schools

An executive summary is presented of the study on school programs for Alberta natives (Metis, status and non-status Indians) sponsored by the Curriculum Policies Committee, which advises the Alberta Minister of Education on matters relating to the curricula used in provincial schools. The summary briefly describes the study's terms of reference, lists participants who supervised the study, outlines the approach used to conduct the study, and highlights native education issues identified in the review of literature. Discussion of interview results are presented, indicating the native community's defined desires in regard to the education of native children and reporting the provincial superintendents' and teachers' responses in regard to the needs of native education programs and native students. A summarization is presented on native education courses and resources currently in use at 201 provincial schools and 22 federal or band operated schools in the province. Other topics pertaining to the study are the process of local development, perceived successes and accomplishments, and limiting factors and problem areas. In conclusion the document lists 31 major findings pertaining to special program needs, requirements for development of special programs, and provincial initiatives; cites 17 recommendations to be considered by the Committee; and reviews the applicability of the Northland Investigation findings. (ERB)

ED 230 335 RC 014 055

Study of School Programs for Alberta Natives. Inventory.
**I. D. Systems Ltd., Calgary (Alberta).**
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Curriculum Policies.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- American Indian Education; American Indian Studies; *Canada Natives; *Cultural Education; *Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Native Language Instruction; *Program Descriptions; Questionnaires; *School Surveys; State Schools
IDENTIFIERS- *Alberta; Federal Schools (Canada); Tribally Controlled Schools

A total of 201 provincial schools with greater than 10 native students were surveyed as part of the study on school programs for Alberta natives (Metis, and status and non-status Indians). Based on the definition of "program" provided to staff at the schools, 58 schools indicated that they had at least 1 native program. Listed by school, a total of 93 native programs were identified and are described in regard to subject area, grade, native teaching resources, whether taught in native language, number of students enrolled, program objectives, and program contact. Twelve schools made reference to the use of special native books within their school programs. Information regarding the use of special native programs was also received from 22 federal or band operated schools in Alberta. A total of 49 federal/band native programs were identified and are described also. A listing of programs that were under development at the time of the inventory and an index of schools by program type conclude the document. (ERB)

Study of School Programs for Alberta Natives. Technical Report.
**I. D. Systems Ltd., Calgary (Alberta).**
SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Curriculum Policies.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *American Indian Education; American Indian Studies; *Canada Natives; *Cultural Education; Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Foreign Countries; *Native Language Instruction; Parent Attitudes; Program Descriptions; Program Development; Questionnaires; *School Surveys; State Schools; Teacher Response
IDENTIFIERS- *Alberta; Federal Schools (Canada); Tribally Controlled Schools

Sponsored by the Curriculum Policies Committee, which advises the Alberta Minister of Education on matters relating to the curricula used in provincial schools, the study of school programs for Alberta natives (Metis, status and non-status Indians) was intended to discuss whether there should be special educational programs for these students. The report is divided into three main sections; the first discusses the framework within which the evaluation of native children takes place in the province of Alberta. This framework is established by reference to discussions with key individuals, a literature review, and a discussion of relevant government policies and programs. The second section outlines program information obtained by questionnaires and on-site interviews. This information is discussed in regard to three major interests: the need for special programs for native children, special resources and courses presently being used, and the process by which programs were developed. The third section discusses program successes and problems in light of special programs identified by the study and the framework within which these programs take place. Also presented are certain findings of the province-wide applicability of the Northland Investigation Committee, major study findings, and recommendations for provincial initiatives in support of special programs for native children. (ERB)

ED 230 337 RC 014 059

*Charlton, Colleen A.*
A Study of Colorado's Four-Day School Week Program As It Relates to Utilization of School Facilities.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTIONS- *Administrator Attitudes; Community Involvement; *Community Programs; *Educational Facilities; Elementary Secondary Education; *Extracurricular Activities; *Facility Utilization Research; Questionnaires; Rural Schools; School Buildings; School Community Relationship; Use Studies
IDENTIFIERS- *Colorado; *Four Day School Week

The study addressed the effect of Colorado's 4-day school week on utilization of school facilities and the educational philosophy of superintendents of these schools. Data were obtained by sending a survey instrument to superintendents of 15 randomly selected Colorado school districts that had converted to a 4-day school week schedule. A portion of the survey instrument obtained data pertaining to the rank ordering of each day of the week in the following categories: co-curricular youth sport activities, other youth co-curricular activities (excluding sports), and community activities. The superintendents were asked their opinions on nine items that reflected aspects of the community educational philosophy. Major findings of the study were: (1) school districts had not markedly altered the scheduling of their co-curricular and community activities; (2) when pairing the superintendents' mean score on the opinionnaire with the amount of building use in that school district on their day off, it showed that superintendents that have a more community oriented philosophy may encourage more use of the school facility; and (3) there was no difference in the amount of building use when comparing school districts with Mondays off with school districts with Fridays off. (Author/AH)

# DOCUMENT RESUME

ED 230 338 RC 014 060

*Harris, Ronald; Hynson, Larry, Jr.*
Rural Renaissance: Implications for Higher Education.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Administrators; *Change Strategies; *Community Involvement; *Cooperative Education; *Cultural Awareness; Experiential Learning; Higher Education; Program Implementation; *Rural Education; Rural Urban Differences; *Urban to Rural Migration
IDENTIFIERS- Rural Renaissance

While educational institutions in rural America present unique characteristics and offer opportunities for administrative excellence, educators have tended to overlook rural resources and the possibility of implementing educational programs in community life, which in turn, would reflect the heritage of rural culture and values. This paper suggests some solutions for rural post-secondary educators. It looks at the current academic uncertainty, with focus on declining enrollments, regulations, and reduced budgets, and suggests that the main purpose of education includes real world application. The paper advocates experiences which relate individuals to community life, society's values, and broad social issues. Suggestions are provided concerning the implementation of one particular academic program - a cooperative education model being used in the State of Montana. The model provides students with an excellent educational experience in rural areas which allows them the opportunity to assimilate social values, get involved in community issues, relate theory to practice, and gain new relationships with their mentors. In addition, the program allows the professors the opportunity to become guides and facilitators of real learning experiences. (AH)

*Orr, John D.*
The 4-H Program Contribution to Family Strength. Evaluation Study.
**Nebraska Univ., Lincoln. Cooperative Extension Service.; Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.**
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Citizenship Education; Communication (Thought Transfer); *Family Relationship; *Group Unity; *Leaders; *Organizational Effectiveness; *Parent Child Relationship; Program Evaluation; Rural Areas; Self Evaluation (Groups)
IDENTIFIERS- *4H Programs; *Nebraska

A random sample of the 7,996 volunteer adult 4-H program leaders in Nebraska were sent a questionnaire to determine how the 4-H leaders felt about the contribution of the 4-H program to family strengths such as appreciation, sharing, good communication, commitment, and sharing values. Of the 334 Family Involvement Questionnaire responses, 315 usable responses from leaders indicated that the 4-H program was effective. Eighty-one percent of the 4-H leaders sampled felt that the 4-H program was effective in giving parents and members of their family opportunities to spend additional time together. Only five leaders felt that the 4-H program was not effective in the area of giving members opportunities to express apreciation to others. More than 45% felt that 4-H was very or extremely effective in giving opportunities for members to learn to communicate. Four-H leaders felt that the program was effective in contributing to citizenship development of youth and in teaching other values. Additionally, leaders felt that 4-H programs provided opportunities for members to learn to deal with problems in a positive way. The length of time the person had been a 4-H leader influenced the amount of confidence the leader had in the 4-H program as an influence in building family strengths. (AH)

*Casteel, Jim; Matthews, Doris B.*
Behavioral Effects of Relaxation Training Among Rural Preadolescents.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Attendance Patterns; *Behavior Change; *Behavior Problems; *Dropouts; Junior High School Students; *Preadolescents; *Relaxation Training; Rural Areas; Urban Areas
IDENTIFIERS- *South Carolina

A study at South Carolina State College examined the psychosocial effects of relaxation training on student dropout, disruptive behavior,and absenteeism of rural preadolescents between 10 and 14 years of age. Phase 1 of the study was composed of 62 preadolescents selected randomly from 167 middle school students with no previous instruction in French, who volunteered to participate in an 8-week summer program consisting of a set of 3 learning experiences. Phase 2 of the investigation was composed of 532 students (260 girls and 272 boys; 273 black and 259 white) 7th grade students in 10 public and private middle schools in a 4-county area in the midlands of South Carolina. Of the 62 students in Phase 1, 14 dropped out of the project (3 from the experimental group and 11 from the control group), supporting a hypothesis at the .05 level that students who receive relaxation training drop out at a lower rate. Additionally, the experimental group was more manageable, less overly competitive, and less likely to exhibit disruptive behavior. Although more persistent absenteeism was observed in the experimental group (contrary to expectations) the chi-square test showed that this difference was not significant. Data supported the hypothesis that there are more reported discipline problems in the control group than the experimental group receiving relaxation training. (AH)

ED 230 341 RC 014 066

*Oetting, E. R.; And Others*
Drug Use Among Native American Youth: Summary of Findings (1975-1981).
**Colorado State Univ., Ft. Collins. Western Behavioral Studies.**
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 82
GRANT- 5-R01-DA-01853
AVAILABLE FROM- Western Behavioral Studies, C78 Clark Bldg., Colorado State University, Ft. Collins, CO 80523 ($5.00; $45.00 for 10).
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Adjustment (to Environment); Adolescents; American Indian Culture; American Indians; *Comparative Analysis; Cultural Influences; Drinking; *Drug Abuse; *Drug Use; Elementary Secondary Education; Family Influence; Marihuana; National Surveys; Peer Influence; *Reservation American Indians; Secondary School Students; Sedatives; Sex Differences; Smoking; Student Attitudes; *Youth
IDENTIFIERS- Inhalants

Drug use among 4-6 and 7-12 grade American Indian youth attending reservation schools was studied utilizing anonymous self-report surveys administered in class by non-school personnel. The children's survey asked about use of alcohol, marijuana, inhalants, and pills. The adolescent survey included these drugs plus eight other commonly abused drugs. Information was obtained on lifetime and current use, intensity and patterns of use, and correlates of drug use (e.g., demographics, attitudes toward drugs and the future, peer and family influence, general deviance, cultural identification, school adjustment, and personal adustment). Clustered into 3 separate periods to allow examination of drug use over time, data were collected on over 9,000 Indian students. A national household survey of 12-17, 18-26, and 26 year olds and above, a school-based national survey of high school seniors, and a city survey of non-Indian students in a community of about 70,000 peoople were used for comparison purposes. Findings included: Indian adolescents in grades 7-12 had a higher exposure level to every drug included in the survey; inhalants were tried more often by Indian young people; Indian children appeared to start use of marijuana and inhalants at a young age, and identification with Indian culture provided some protection against the more serious types of drug involvement. (NQA)

ED 230 342 RC 014 067

*Ingram, E. J.; McIntosh, R. G.*
The Education North Evaluation Project. Final Report.
**Alberta Univ., Edmonton. Dept. of Educational Administration.**
SPONS. AGENCY- Alberta Dept. of Tourism and Small Business, Edmonton. Northern Development Branch.; Department of Regional Economic Expansion, Ottawa (Ontario).
PUB DATE- Feb 83
LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *American Indian Education; *Canada Natives; Case Studies; Community Involvement; *Community Organizations; Decision Making; Educational Improvement; Elementary Secondary Education; Foreign Countries; Local Issues; Multicultural Education; Parent Participation; Program Evaluation; Questionnaires; *Relevance (Education); Rural Areas; *School Community Relationship; Teacher Attitudes; Tribal Sovereignty
IDENTIFIERS- Alberta; *Community Based Education; *Education North Project; Isolation (Geographic); Metis (People); Tribally Controlled Education

The Education North Evaluation Project monitored operation of the Education North Project (a 1978-82 project aimed at encouraging parents, teachers, and other community members in small, isolated northern Alberta communities to work together in improving the quality of education for school-aged children), assessed project outcomes, and developed policy alternatives based on project experiences and findings. Data were collected from teachers and parents by means of questionnaires, interviews, site visits, and document reviews. Parental involvement increased in educational activities and commitment to education, especially with respect to participation. There was a moderate increase in localized content in most Education North schools and increased parental desire for local content. School-community relations improved in some communities, but not in all. There was a moderate level of improvement in leadership and participation skills over the life of the project, and more parents held the view that they could influence what happens in schools. Overall, the Education North project was moderately successful in implementing the intended strategy and achieving the outcomes established for the project, particularly in view of the project's limited length. Part 1 introduces the project, part 2 provides seven case studies, part 3 summarizes the findings, and nine appendices conclude the document. (BRR)

ED 230 343 RC 014 069

*McCarty, T. L.; And Others*
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture.
**Rough Rock Demonstration School, AZ. Navajo Curriculum Center.**
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
REPORT NO.- ISBN-0-87358-350-X
PUB DATE- 83
AVAILABLE FROM- Navajo Curriculum Center, Rough Rock School, Star Rte. 1, Rough Rock, AZ 86503 ($12.00, softcover; $17.00, hardcover)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060) Non-Print Media (100)
DESCRIPTIONS- American Indian Culture; *American Indian History; American Indians; Community Leaders; *Cultural Background; *Culture Conflict; *Land Settlement; *Life Style; Photographs; Relocation; *Reservation American Indians; Social History
IDENTIFIERS- *Navajo (Nation); Navajo Reservation

Utilizing 52 black and white photographs, the book tells a story about the Navajo people, their hopes and problems, the strategies they have adopted to cope with the problems, their interactions with each other and with the land, and their feelings about the land which provides a basis for their livelihood. Part of a series of curriculum materials for Navajo and other Native American students, the book commences with a brief narrative of the Navajo's historical background. This brief narrative covers the Navajo's oral account of their emergence from a series of underworlds, presence in Dinetah ("Navajo homeland") in northern New Mexico, expansion into northeastern Arizona, conflicts with the settlers and other tribes, return to and resettlement of 3.5 million acres within their former range, and attempt to develop new economic alternatives. Next, the book provides 48 photographs depicting people, the land, the sky, and plant and animal life (e.g., a Rough Rock moonrise, cacti in bloom, juniper trees, the canyon walls of Rough Rock Springs, homestead of a Rough Rock councilman, a mud oven, goats and cattle, rock formations, and various community leaders). The book concludes with brief information about the photographer and a listing of 12 references. (NQA)

ED 230 344 RC 014 070

*Stich, Thomas; Gaylor, Michael S.*
Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers.
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- *Adventure Education; Climate; Disabilities; *Drug Therapy; Drug Use; *First Aid; Influences; *Intervention; *Medical Evaluation; Medical Services; Outdoor Activities; *Pharmacology; *Program Administration; Stress Variables; Therapeutic Environment.

The paper addresses two significant risk management considerations in conducting an adventure program in a therapeutic setting: the potential hazards of psychiatric medications and psychological emergencies. Focusing on the potential hazards of psychiatric medications, the first section discusses climatic conditions (heat, cold, and sun) and the limitations of propranolol, phenothiazines, tricyclics, or antiparkinsonian medications on program activities. The symptoms of orthostatic hypotension, dystonia, akathisia, pseudo-parkinsonism, and tardive dyskinesia are discussed. The second section discusses two types of psychological emergencies: primary (symptoms are produced by emotional illness) and secondary (the behavior is a manifestation of a medical problem). Basic guidelines for properly labeling and managing a problem as either medical or psychological are outlined. These basic guidelines cover three steps: (1) assessment procedures--a mental status examination to assess cognitive functioning, indicators of emotional distress, and a symptom assessment; (2) intervention--observation, evacuation, interviews with individual, and outcome; and (3) evaluation of intervention--evacuation of individual and use of incident as a learning experience. (NQA)

ED 230 345 RC 014 071

*Lick, Dale W.*
Rural Education: A Glimpse at the Future.

PUB DATE- 4 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Educational Change; *Educational Trends; *Futures (of Society); Opinion Papers; *Rural Education; Technological Advancement

In addition to exploring importance of rural education, prevailing forces and trends impacting it, and necessity for change, the monograph explores some vital aspects for the future of rural education, i.e., expanded use of modern technology; increased priority among governmental, educational, and civic organizations for dealing with problems and potentials of rural areas; enhanced cooperative efforts among different groups for more effective synergic approaches and better utilization of existing resources; more specific and relevant attention paid to curriculum, structure, and financial reforms in and for rural education systems; significant augmentation of efforts of traditional organizations by grassroot and special rural interest groups; and heightened appreciation of the critical role of rural America in all aspects of a modern society and in an interdependent world. Recommendations include the following: establish a national "rural policy" reflecting the importance of rural America; develop a national "rural data base" for various quality-of-life aspects; give renewed emphasis to research relating to rural education; create programs and train professionals directly related to the needs of rural America; set goals for strengthening rural education based on rural needs; and acknowledge the leadership void in the rural sector and develop mechanisms to correct this deficiency. (AH)

*Coballes-Vega, Carmen; And Others*
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No. 9.
**California State Univ., Los Angeles. National Dissemination and Assessment Center.**
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- Apr 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Bilingual Education Programs; Doctoral Programs; Dropout Rate; *Employment Level; Federal Programs; *Fellowships; *Graduates; Higher Education; Masters Programs; Minority Groups; *Program Effectiveness; Program Evaluation; *Teacher Education Programs
IDENTIFIERS- *Bilingual Education Fellowship Program; Elementary Secondary Education Act Title VII

A survey instrument to evaluate the program's effectiveness was sent to project directors of 49 institutes of higher education (IHE's) that participated in the Title VII Bilingual Education Fellowship Program from 1975 to 1978. Data from the 44 completed survey instruments were gathered and tabulated in July and August 1978. Areas addressed were: total number of students in the programs; disciplinary concentrations of students in the programs; number of students who dropped out of the programs; current employment status of the graduates; estimated number of teacher trainers needed in the region served by programs; and significant achievements of program graduates. Students (both masters and doctoral) in the Title VII fellowship program numbered 1,675 and bilingual teacher trainers in the same program, but not receiving fellowships numbered 1,194. Most masters students had disciplinary concentrations in bilingual education, but other significant concentrations were seen for elementary education teacher training, administration, English-as-a-second-language, and counseling. Of the 442 masters graduates (1975-1978), the majority were employed by local education agencies, and 35 were unemployed. Of the 316 doctoral degrees expected from Title VII funds between 1975-78, 82 degrees were granted, most graduates were working for IHE's, and 2 were unemployed. (AH)

ED 230 347 RC 014 073

*Benally, Clyde; And Others*
A Utah Navajo History = Dineji Nakee' Naahane'
**San Juan School District, Monticello, UT.**
SPONS. AGENCY- Utah State Board of Education, Salt Lake City.; Weber State Coll., Ogden, Utah.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTIONS- *American Indian Culture; American Indian Education; *American Indian History; American Indian Literature; American Indian Reservations; American Indians; *Cultural Exchange; Folk Culture; Illustrations; *Land Settlement; Leaders; Life Style; Maps; *Racial Relations; *Social History; Treaties; Tribes
IDENTIFIERS- Apache (Tribe); *Navajo (Nation); New Mexico; Pueblo (People); Songs; Spaniards; Utah

This book presents Navajo history in two aspects--traditional stories that describe the ancestors of the Navajo and explain how the Earth-Surface World was changed from monster-filled chaos into the well-ordered world of today, and historical events from 1525 to today after the Navajos had settled in the Southwest. Events described include settlement in the Four Corners region, first encounter and war with the Spaniards, the Pueblo Revolt of 1680, 4 years of peace among tribes and the Spaniards, cultural exchange with the Pueblo and Spaniards, effects of the Mexican Revolution, and slave trade. Events occurring with western settlement were intrusion of the United States Army into New Mexico; confusion and conflict with the new government and Indian affairs of New Mexico; death of Narbona, a Navajo leader of peace; signing of the Washington treaty; leadership under Manuelito, a Navajo leader; Kit Carson's campaign to imprison Navajos and Apaches; the Long Walk to Bosque Redondo, which served as a reservation; life at Ft. Sumner; the Long Walk back to Navajoland; rebirth of Navajo country; expansion of the Navajo reservation; and the coming of traders. Recent events involving Navajos include livestock reduction, the New Deal Plan, formation of tribal government, and education of Navajo children. The Treaty of 1868 with the United States is appended. (ERB)

ED 230 348 RC 014 082

*Ortiz, Flora Ida*

Instructional Systems for Bilingual Children.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Bilingual Education; *Bilingual Students; Elementary Education; Hispanic Americans; *Instructional Systems; *Locus of Control; Student Motivation; *Student Teacher Relationship; *Teacher Attitudes; *Teacher Role

Instructional systems for bilingual children are extraordinarily under the teachers' control. The role teachers actualize and the classroom practices they engage in are determined by the teachers' work-orientations and incentive systems. Work-orientations and incentive systems are fundamental in the resolution of schooling dilemmas, i.e., control, curriculum, and societal. A teacher oriented towards the production of achievement and viewing teaching as the way to socially relate in the organization sees that children do well in school and derives pleasure from teaching. This teacher treats the child as a whole, thinking, rational being. The child's time, the way learning takes place, and the standards for classroom behavior and performance are under the teacher's control. Because this teacher enjoys teaching, presenting knowledge as a process in the classroom is commonplace. He or she views motivation as being at least partially extrinsic in that the teacher must activate it. As the teacher attempts to teach to all and produce achievement, a norm is created within the classroom which reflects an overall system of behavior rather than fragmented activities and expectations. It is through this means that the individual cultural characteristics of the students are integrated into a social system which goes about learning in a bilingual classrom. Thus, the instructional systems for bilingual children are under the teachers' control. (NQA)

ED 230 349 RC 014 083

*Nostrand, Richard L.*
The Hispanicization of the United States.
PUB DATE- 26 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Anglo Americans; Cultural Context; Cultural Exchange; *Cultural Interrelationships; Culture Contact; Hispanic Americans; Human Geography; *Land Settlement; Mexican American History; Mexican Americans; *Mexicans; *Social History; Sociocultural Patterns; Subcultures
IDENTIFIERS- *Mexico; *United States (Southwest)

Two strikingly contrasting culture groups, Latin Americans and Anglo Americans, overlap in a Borderlands that straddles the international boundary between the United States and Mexico. This overlap began with the Aztec conquest by Cortes which triggered the intermixing and miscegenation between Spaniards and Indians that produced a mestizo people and a Mexican culture. Anglo intrusion began when Mexico opened her northern frontier to trade with non-Mexicans and, in the case of Texas, even invited non-Mexicans to colonize through her empresario policy. The 1845 annexation of Texas, the 1848 Mexican Cession, together with the 1853 purchase of present-day southern Arizona, taken together, realigned Mexico's northern frontier politically, thus making Mexican Americans of the Mexican population, at least nominally. After the mid-nineteenth century, three processes reshaped the geography of the Mexican-origin people: contiguous expansion, Mexican intrusion, and peripheral attraction. Thus, Mexican-origin people became a sizable, distinctive, and diverse minority. The concentration of Mexican-origin people in the American Southwest is geographically significant because, in a demographic sense, their presence means that Latin America "shades off" into the United States, and they constitute a cultural region. Thus, people of Mexican-origin have played a major role in the Hispanicization of the United States. (NQA)

ED 230 350 RC 014 084

*Toro, Leonor; And Others*
What's Happening in June?
**Connecticut State Migratory Children's Program, New Haven.; Hamden-New Haven Cooperative Education Center, Conn.**
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Jun 83
AVAILABLE FROM- Ethnic/Arts Migrant Project, Hamden-New Haven Cooperative Education Center, 1450 Whitney Avenue, Hamden, CT 06517-2497.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Black Achievement; Black History; *Cultural Activities; Cultural Awareness; Cultural Education; Elementary Education; Elementary School Mathematics; *Leaders; *Learning Activities; Males; *Migrant Education; *Puerto Ricans; Vocabulary Skills
IDENTIFIERS- Fathers Day; Holidays

Brief information is given on four June events celebrated by Puerto Ricans: Father's Day, the Feast of Saint John the Baptist (Puerto Rico's Partron Saint), the birthday of Francisco Oller Cestero (painter), and commemoration (on Father's Day) of Jean Baptiste Pointe Du Sable (first non-native American to settle in what is now known as Chicago). Designed as a teacher resource, the booklet briefly lists the accomplishments of eight famous Black men: Crispus Attucks, first martyr of the Revolution; Dr. Charles Drew, organizer of the Blood Bank; Dr. Ralph Johnson Bunche, highest ranking Black American in the United Nations; Langston Hughes, poet; Jack Johnson, first Black winner of the world heavyweight boxing championship; Norbert Rillieux, builder of a sugar refining machine; James Beckwourth, one of the greatest of the group known as the Mountain Men; and W. E. B. DuBois, founder of the National Association for the Advancement of Colored People. The booklet describes what children today can learn from the lives of the following Americans, born in June: Helen Keller (perseverance), Nathan Hale (patriotism), and Cole Porter (the importance of discovering hidden talent). The booklet includes 11 superstitions related to the celebration of Saint John the Baptist, instructions for making 10 gifts for dad, several creative and vocabulary activities, word search puzzle, a short story about a vacation, and 15 math activities. (NQA)

ED 230 351 RC 014 086

*Cornejo, Ricardo J.; And Others*
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
**ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-78-0023
AVAILABLE FROM- New Mexico Center for Rural Education, NMSU, Box 3CRE, Las Cruces, NM 88003 (1-9 copies, $9.95 ea.; discounts on 10-20 copies, 5%; 21 or more, 10%).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Bilingual Students; *Communication Research; Communicative Competence (Languages); Dialogs (Language); Educational Games; Elementary Education; Elementary School Students; Experimenter Characteristics; *Interviews; Language Acquisition; Methods; *Observational Learning; Problem Solving; *Questioning Techniques; Role Playing; *Speech Communication; Visual Stimuli
IDENTIFIERS- Interactive Communication; *Spontaneous Speech

Intended to provide practical information pertaining to methods and techniques for speech elicitation and production, the monograph offers specific methods and techniques to elicit spontaneous speech in bilingual students. Chapter 1, "Traditional Methodologies for Language Production and Recording," presents an overview of studies using various traditional approaches to elicit language. Chapter 2, "Interactive Language Research," offers some general concepts dealing with language research in the classroom and at home, i.e., in the normal milieu where children spend most of their time. Chapter 3, "Methods of Observation," offers some specific suggestions concerning the use of observation as a technique to record language samples. Chapter 4, "The Interview," presents techniques that can be used to maximize the use of the interview as a procedure to elicit speech. Chapter 5, "Elicitation Techniques for Spontaneous Speech," offers a listing of creative procedures intended to encourage children to participate in spontaneous conversations with peers, adults, and/or researchers. Chapter 6, "Qualifications of the Language Researcher," presents some minimal requirements that the researcher should meet in order to be able: to gather authentic spontaneous speech; to do language analysis; and, subsequently, to establish hypotheses and make inferences and predictions. (NQA)

# DOCUMENT RESUME

ED 230 352 RC 014 087

*Zarate, Narcisa*

Education of the Mexican American in the United States: Progress and Stalemate.

**ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
CONTRACT- 400-78-0023
AVAILABLE FROM- New Mexico Center for Rural Education, NMSU, Box 3CRE, Las Cruces, NM 88003 (1-9 copies, $9.15 ea.; discounts on 10-20 copies, 5%; 21 or more, 10%).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTIONS- *Access to Education; Aspiration; Curriculum Problems; *Educational Attainment; Educational Facilities; Educational Principles; *Educational Quality; *Educational Status Comparison; Educational Trends; Elementary Secondary Education; Higher Education; Labeling (of Persons); Learning Theories; *Mexican Americans; Relevance (Education); School Holding Power; Self Concept; Student Motivation; Teacher Behavior
IDENTIFIERS- *Chicanos

The Mexican American's education is affected by such societal factors as the (1) referent used to identify these Americans; (2) relationships created and affected by historical events; (3) access to participation in the educational process at the elementary, secondary, and post-secondary levels; (4) curriculum offering at all levels; and (5) retention efforts provided within the educational system. Therefore, the educational status of Chicanos can be judged only in relation to the education provided to all Americans. This manuscript discusses the educational status of the Mexican American by: (1) examining the Chicano's nature as that nature is affectd by historical events and by the referents used in identification; (2) looking at the nature and state of education in light of assumptions, philosophy and principles of learning, disparities of teacher behavior, inequities of school facilities, and irrelevant curriculum; and (3) reviewing the Chicano's participation in the educational process through access, educational attainment, and retention. The manuscript concludes with 17 recommendations, e.g., re-examination of current policies and practices, new testing and grading, academic and personal support systems, better career counseling, strong minority leadership at the community level, and mode of delivery of instruction to accommodate the cognitive learning styles of Mexican American students. (NQA)

ED 230 353 RC 014 089

Analysis of Migration Characteristics of Children Served Under the Migrant Education Program. Report to the Congress.

**Comptroller General of the U.S., Washington, D.C.**

PUB DATE- 2 May 83
AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, Md. 20760 (first 5 copies, free; additional copies, $1.00; 100 or more, 25% discount; make out checks to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Agricultural Laborers; *Attendance Patterns; Definitions; Educational Legislation; Elementary Secondary Education; *Enrollment; Federal Regulation; *Migrant Children; Migrant Education; *Migrant Programs; *Migration Patterns; Student Characteristics; *Student Mobility
IDENTIFIERS- California; Florida; Michigan; Texas; Washington

Student school enrollment patterns within six school districts in Texas, California, and Florida were reviewed to determine whether students classified as children of migratory agricultural workers were missing school and having their education disrupted because of their lifestyle. Using the Migrant Student Record Transfer System (MSRTS) forms, school history records, student cumulative files, and other documents pertaining to migrant program enrollment, data on school enrollments, attendance, achievement, and participation in special programs were collected for 811 migrant students, selected from the MSRTS universe of migrant students enrolled between September 1, and December 31, 1981 at each location. Representing 56% current migrants and 44% former migrants, the 811 students ranged in age from 5 to 19, with about half aged 10 or younger and two thirds enrolled in grades K-6. Data pertaining to student arrival and departure dates were collected in Washington and Michigan, two of the largest migrant receiving states. The migrant program's legislative history was also reviewed. Findings indicated that about 40% of the migrant student population within the six districts had a continuous school experience, generally within a single school district, and migrated only during the summer, over holiday breaks, or before initial school enrollment. (NQA)

ED 230 354 RC 014 091

*Savard, William G.; Cotton, Kathleen*
What Effective Schooling Research Says to Migrant Education Program Planners.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Ability Grouping; Academic Achievement; Administrator Role; Class Size; Computer Assisted Instruction; Discipline; *Educational Practices; *Educational Research; *Educational Strategies; Elementary Secondary Education; Grouping (Instructional Purposes); Literature Reviews; Mastery Learning; *Migrant Education; Parent Participation; Principals; Student Motivation; Time Factors (Learning); Time on Task

The paper summarizes some educational research findings regarding effective schooling practices. Only those findings which have particular impact on educational program planners in the field of migrant education are discussed. These findings pertain to the following issues: class size, group size, ability grouping, parent participation in instructional programs, the principal as instructional leader, computer-assisted instruction, student discipline and motivation, direct instruction, mastery learning, and time factors in learning. The paper summarizes what the research says about smaller classes and the achievement of disadvantaged, low-ability, and primary age students; instructional grouping and the achievement of young children; homogeneous/heterogeneous grouping practices and the achievement of high, middle, and low ability groups; parent involvement in their children's education and the children's achievement; the principal's role as an instructional leader; the use of computer-assisted instruction in migrant education programs; practices regarding student discipline and motivation; instructional strategies which work best with disadvantaged and non-disadvantaged students; direct instruction for teaching and remediation as a set of teaching behaviors and as opposed to indirect instruction or to no instruction; the variations of mastery learning; and instructional time (allocated time, engaged time or time-on-task, and academic lerrning time) and student achievement. (NQA)

ED 230 355 RC 014 092

*Powers, Stephen; Wagner, Michael J.*

Achievement Locus of Control of Hispanic and Anglo High School Students.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Academic Failure; *Anglo Americans; Attribution Theory; Comparative Analysis; High Schools; *High School Students; *Hispanic Americans; *Locus of Control; Self Esteem; Sex Differences
IDENTIFIERS- United States (Southwest)

The achievement locus of control of 64 Hispanic and 87 Anglo students enrolled in grades 9-12 in 2 high schools in a large school district in the Southwest was examined with the Multidimensional-Multiattributional Causality Scale (MMCS). Ethnic and sex differences in the attributions of academic success or failure to ability, effort, context, or luck were investigated. Context of the MMCS, which consisted of 24 causal attribution statements, included such topics as the teacher's opinion, teacher's grading scheme, and the course material. The MMCS was administered in the spring of 1982 by classroom teachers. Students were not informed of the scale's research purposes. Results indicated Hispanic students were more internal than Anglos. Hispanics attributed their achievement more to ability than did Anglos. Hispanics attributed their academic success more to effort and less to luck than did Anglos. Further, Hispanic students attributed their failure more to their lack of ability than did Anglos. Sex and interaction effects were also found. These results were interpreted within the framework of the attribution theory. (Author/NQA)

ED 230 356 RC 014 093

*Rios, Rolando L.; Alonzo, Gladys A.*

Survey of Chicano Representation in 361 Texas Public School Boards 1979/80.

**Southwest Voter Registration Education Project, San Antonio, TX.**

PUB DATE- May 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Boards of Education; Elementary Secondary Education; Enrollment; *Ethnicity; *Mexican Americans; Public Schools; School Demography; *School Districts; *Students
IDENTIFIERS- Board of Education Members; *Chicanos; Student Administrator Ratio; *Texas

The 361 Texas school districts with 20% and over Chicano student composition were examined to determine whether the school board's ethnic composition reflected the student body's ethnic composition. The ethnicity of the student body and ethnicity of the school board were compared to determine if Chicanos were equitably represented. School districts were divided into 163 districts having 50% and over Chicano student populations and 198 districts having 20-49% Chicano student populations. Chicano school board membership for each district was determined by manually counting the Spanish-surnamed persons whose names appeared in the "Texas School Directory." Findings indicated that 335 districts were under-represented, 2 were over-represented, and 24 had fair-representation; 42 districts in the 50% and over category had no Chicano representation on their boards, while 155 districts in the 20-49% category had no Chicano representation; the majority of the fairly-represented districts were found in South Texas; and the Chicano student component ranged from 71.4% to 100% in the 51 districts where the Chicano school board member composition constituted a majority of the school board. Appendices list the districts in the 50% and over category by the percentage of Chicano student population and the districts in the 20-49% category alphabetically by county. (NQA)

ED 230 357 RC 014 094

*Alvarez, Salvador*
Analysis of English/Spanish Oral Interaction Between First Grade Mexican-American Children and Teacher-Aides.
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bilingual Education Programs; *Bilingual Students; Code Switching (Language); Cognitive Ability; Dialects; *Grade 1; Interference (Language); Interpersonal Communication; Language Patterns; *Mexican Americans; Primary Education; *Questioning Techniques; *Speech Communication; Structural Grammar; *Teacher Aides

Conducted by doctoral students, the study analyzed 3-minute tapes of conversation between 16 Title VII first grade Mexican American students and teacher aides in the Weslaco Independent School District, Texas, to determine the percentage of standard vs. non-standard language, measure the percentage of code switching by aide, show the percentage of language interference by students and aides, and determine whether an adequate questioning technique was used. Usng the Linguistic Analysis Inventory Chart and Question Asking Skills Inventory, a count of errors made by aides and pupils was determined based on the "total words spoken" and "total sentences spoken," a ratio of teacher-error vs. child-error was determined, and a percentage of each category of questions asked (cognitive, convergent, divergent, and evaluative) was determined to show the strengths or weaknesses in overall questioning during an oral language development lesson. Findings indicated that: students were weak while aides were strong in their structural grammar based on a standard vs. non-standard comparison; the percentage of code switching by aides (6%) was not significant; aides spoke 59% of the time while students spoke 41% of the time; the students' and aides' percent of errors were not significant; and 88% of the questions asked by aides were at the recall level. (NQA)

ED 230 358 RC 014 096

*Duran, Richard P.; Guerra, Elsa*
Chicano Children's Literacy Learning at Home.
PUB DATE- 5 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Behavior Patterns; Children; Family Environment; Females; *Imitation; *Literacy; *Mexican Americans; *Observational Learning; Oral Reading; *Reading Aloud to Others; *Role Models; Role Playing; Siblings
IDENTIFIERS- Abelson (Robert); Chicanas; Schank (Roger); *Scripts (Knowledge Structures)

Drawing on Roger Schank's and Robert Abelson's theory of scripts as a way of viewing learning as behavior at four hierarchical levels, the study examined the literacy learning behavior of two Chicano sisters (one in the second grade and the other in kindergarten) reading orally from storybooks in a home setting. The English story books received in the mail were among the first introductions of English literacy materials into the home by children. As the elder child read to her sister, mother, and an observer, she emulated a teacher's reading to children at school. Her enactment was marked by paralinguistic cues and vignette behavior appropriate to the teacher role. When she encountered words she could not pronounce, she would pause, step out of the teacher script, and ask the observer for help in pronouncing the words, thus enacting the theme of being a child at home in a family setting. During the reading episode, the little sister spontaneously began to copy and emulate her sister. Although important instances of learning were spotted, it was not concluded that such circumstances had a long term learning impact. The children had increasing problems at school. The self themes they developed did not manifest goals and plans that emphasized literacy. (NQA)

ED 230 359 RC 014 097

*Wagoner, Gordon*
Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised.
**Liberty School District, Spangle, Wash.**

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; *Correspondence Study; Cost Effectiveness; Course Content; Course Evaluation; Educational Facilities; Federal Aid; *Individualized Instruction; Nontraditional Education; Program Descriptions; Program Development; Program Effectiveness; Rural Education; Secondary Education; *Secondary School Curriculum; *Small Schools; Special Education; Student Attitudes; *Vocational Education
IDENTIFIERS- Washington (Spangle)

For the past 6 years Liberty High School (187 students, located in rural Washington state) has been expanding both its vocational and general education programs through correspondence study. Although federal grant monies allowed initiation of the program in 1977, the school district subsequently assumed financial responsibility. Student response showed a far greater diversity of interest than anything previously anticipated. Problems were encountered with the quality of the courses, the classroom setting in which the courses were to be studied, students' lack of interest in a course after a short time, and teacher assistance with correspondence course study. A special correspondence teacher/manager concept was inaugurated and found to be quite workable. A teacher/manager could handle some study hall students at the same time, but this did not work in reverse. Completion of the course on time has recently been made a condition for free courses (students are under contract to pay back the school district if they fail to finish on time). Because various classroom settings have not been satisfactory, a special correspondence/independent studies laboratory has been designed but has not yet been constructed. The latest experiment is with the work study program, whereby each student is given a job-related correspondence course. (BRR)

ED 230 360 RC 014 098

*Angus, M.; And Others*
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report.
**Western Australian Education Dept., Perth. Research Branch.**
SPONS. AGENCY- Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- Apr 80
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Proceedings (021)
DESCRIPTIONS- Curriculum; Decision Making; Economic Factors; *Educational Assessment; *Educational Planning; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Locus of Control; *Rural Education; Rural Population; *School Community Relationship; Small Schools; State Departments of Education; Teacher Education
IDENTIFIERS- *Australia; Sparsely Populated Areas Project; Sparsity (Population)

The National Conference on Rural Education, a major event in the 1979 calendar of the Education Department of Western Australia, was held under the auspices of the Centre for Educational Research and Innovation (CERI) of the Organisation for Economic Co-operation and Development (OECD). Educationalists, government, and community representatives from throughout Australia gathered in Perth, together with a panel of experts from England, Scotland, Sweden, the United States, New Zealand, and the OECD Secretariat to review the present state of rural education in Australia and to consider new directions for the future. The first of three sections of this conference report explains the administrative, demographic, and economic context within which rural education operates in Australia. The second describes the major policy related conclusions reached at the conference and outlines the implications of these conclusions for the future of rural schools, the role of education in rural communities, the locus of decision-making, and sociologically produced pressures placed on schools. The final section provides a brief statement synthesizing the conference outcomes with emphasis on those which are expected to have the most impact on future developments. (AH)

ED 230 361 RC 014 099

*Pehrsson, Robert S.; Mook, John E.*
A Model of Curriculum Development in Rural Schools.
PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Curriculum Development; Curriculum Evaluation; *Educational Assessment; Elementary Secondary Education; Models; *Rural Schools; Small Schools; Student Needs; *Student Teacher Relationship; *Teacher Responsibility; Trainers
IDENTIFIERS- Curriculum Specialists; Generalists

Because of fewer human resources, teachers in rural schools have to assume a larger responsibility for their own curriculum development than do teachers in city schools. There is a need for a curriculum specialist to get into a situation quickly, to assess the problem, and to solve the problem quickly in order to move to another problem. In rural schools, one of the most important ways of getting teachers to assume that responsibility is to teach them to become independent learners by using the student as a major source of information and guidance in curriculum development. While this is a generic principle in curriculum development, it is a principle that assumes the critical role in rural school curriculum development. Generalizations suggested by the model developed from this curriculum project include: teachers, particularly in rural school districts, need proof of the effectiveness of a curriculum development (they must see a change in student behavior or learning needs); teachers need to value the approach to curriculum development (they must decide what is best and what is effective within the context of their own classroom); and teachers need more concrete guidance initially, but they need to work towards independence in learning via learning how to learn from their students. (AH)

ED 230 362 RC 014 170

*Reed, Donald B.; Conners, Dennis A.*
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Administrative Organization; *Administrator Responsibility; Comparative Analysis; Decision Making; *Job Analysis; Principals; *Rural Schools; School Community Relationship; *Small Schools; Superintendents
IDENTIFIERS- *Pacific Northwest

The study is an in-process report and constitutes a step in a series of studies oriented toward developing a comprehensive understanding of the work and work arrangements of public school administrators in settings which are particularly suited for such studies. The settings chosen for the present study were three school districts with student enrollments between 100 and 400 students located in one county in a Pacific Northwest state. As a step toward realizing the purpose of the series of studies, the present study had four purposes. The first three were to determine at first level of approximation: (1) what tasks constitute the work of administrators in small rural school districts; (2) how the work of administration is divided among administrators; and (3) what environmental and organizational factors condition the quality, division, and stability of administrative work. The fourth purpose was to develop and refine a theoretical framework for the study which is useful in relating the nature, distribution, and stabilization of administrative work in small rural schools. Consistent with the research purposes, a qualitative field research methodology was utilized. The report of the study presents and analyzes field data consistent with the purposes of the study. (Author/AH)

*Mehaffie, Shamus*
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Administrator Attitudes; Comparative Analysis; *Educational Quality; *Educational Resources; Futures (of Society); High Schools; Rural Schools; *School Size; *Small Schools; Surveys; *Teacher Attitudes
IDENTIFIERS- *Texas (West)

In 1973 a survey of teachers (361) and administrators (41) in 44 very small West-Texas secondary schools revealed highly positive opinions about the small secondary school and its educative and social functions. The same survey sent to the same schools in 1983 revealed similar positive opinions. Surveys covered three items: (1) teaching and quality of education in small schools, (2) effects of school size on relationships and support, and (3) effects of school size on availability of resources. Teaching in a small secondary school was perceived as different from teaching in a large school, but less so in 1983. Opinions about small high schools providing quality education now and for the next 20 years showed a decidedly more positive shift in 1983 concerning the small size of a school necessarily limiting its curriculum. Item 2 revealed highly positive estimates of the effects of smallness in both surveys. Findings from Item 3 revealed that size was perceived as negatively affecting resources such as libraries. (AH)

SE

ED 230 364 SE 041 556

*Canipe, Stephen L.*
Trade-offs in Our Energy Future.
**Duke Power Company, Educational Services Dept., Charlotte, NC.**
PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Coal; *Cost Effectiveness; Costs; *Energy; Environmental Education; *Fuels; Futures (of Society); *Learning Activities; Nuclear Energy; Secondary Education
IDENTIFIERS- *Energy Education

The purpose of this activity is to make students aware that there is no free energy source for the present or the future and that all technologies are potential threats to the environment. The activity consists of a short reading (discussing basic trade-offs, issues, and decisions related to petroleum, coal, and nuclear energy sources) and student exercises. Objectives and instructional strategies are provided for these exercises in which students research and evaluate environmental, societal, and monetary costs of energy sources. The key for students as decision makers is to pick the energy source least likely to be permanently harmful or the one that has the smallest total effect. (JN)

ED 230 365 SE 041 557

*Watts, D. Michael*
A Constructive Alternativist View of Children's Science.

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; *Concept Formation; Concept Teaching; *Elementary School Science; Elementary Secondary Education; *Force; Foreign Countries; *Physics; Science Education; Science Instruction; *Secondary School Science
IDENTIFIERS- *Animism; Great Britain; Science Education Research

Part of the Concepts in Science Project at the University of Surrey is to explore the complex structure and organization of ideas and meaning that children bring with them to their science lessons. To examine these ideas and meanings, a distinction is made between children's intuitive understanding of their world (children's science) and the conceptual understanding of physics held by the science teacher (scientist's science). The scientific concept of force is then used to further illustrate (by means of interviews with children) the distinction between these two views, and the misunderstanding that can occur when the two forms of science fail to encompass each other. One feature of children's science identified is the tendency to endow inanimate objects with a will or purpose, a process described by Piaget as "animistic thinking." It is suggested that animism is incompatible with traditional scientific objectivity unless both points of view are considered from a constructive alternativist philosophy. It is further suggested that children are more concerned with construing situations and events and that, in their flow of language, they fail to limit the implications of their words or appreciate the metaphors of physics. (JN)

ED 230 366 SE 041 558

*Hewson, Mariana G.*

The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density.

PUB DATE- 78
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Concept Formation; *Epistemology; Foreign Countries; High Schools; Performance Factors; *Problem Solving; Science Education; *Science Instruction; *Scientific Concepts; *Secondary School Science
IDENTIFIERS- *Density; Science Education Research; South Africa

Problems concerning conceptual change from existing knowledge (accumulated from everyday experiences or earlier teaching) to new scientific knowledge concerning natural phenomena are fundamentally the same for Western and non-Western students. However, difficulties experienced by non-Western students are magnified by factors such as their cultural experiences, beliefs, and language structure. In this study an attempt was made to analyze and represent the knowledge structures of a group of non-Western students from Qwa Qwa, South Africa (N=40) and to compare these structures with those involved in the orthodox scientific version of density. The study includes a description of the use made of these knowledge structures by selected students in solving the problem of why some objects float and others sink in water. Results indicate that few students' answers involved the Western scientific definition of density and that many answered in terms of alternative conceptions of mass, volume, density, and force. These and other results have implications for teaching Western science to students in a non-Western culture. They also have similar implications for science teaching within Western cultures where students acquire alternative conceptions which are a consequence of everyday experiences and which conflict with the orthodox scientific conceptions presented to them in school. (JN)

# DOCUMENT RESUME

ED 230 367 SE 041 564

*Iozzi, Louis A.; And Others*

Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World.

**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $70).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Critical Thinking; Decision Making; *Environmental Education; *Futures (of Society); High Schools; Interdisciplinary Approach; *Land Use; Learning Activities; Moral Development; *Moral Issues; Problem Solving; Science Education; Secondary School Science; *Simulation; Social Studies; Technology; *Urban Planning
IDENTIFIERS- Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

"Preparing for Tomorrow's World" (PTW) is an interdisciplinary, future-oriented program incorporating information from the sciences/social sciences and addressing societal concerns which interface science/technology/society. "Beacon City," one of a series of program modules, is an urban land use simulation. Land use planning techniques patterned after the work of Ian McHarg and strategies/techniques developed in the emerging field of futuristics (such as futures forecasting) are integral parts of the module. Like other PTW modules, Beacon City promotes responsible citizenry with increased abilities in critical thinking, problem solving, social/ethical reasoning, and decision-making. Provided in this teaching guide is an overview of the module (which includes a description of the simulation, objectives, and discussion of strategies for promoting student development) and a discussion of the Socio-Scientific Reasoning Model (theoretical basis of the PTW program). Instructional strategies for module activities are also provided. These include suggestions for using the filmstrip/audio-cassette recording (complete script provided), a game, role playing cards, data files, and student worksheets. The module is recommended for such high school courses/areas as social studies, history, geography, urban studies, environmental planning, and earth science. (JN)

ED 230 368 SE 041 565

*Iozzi, Louis A.*

Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World.

**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 82
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $75; replacement student worksheets, $16).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Critical Thinking; *Decision Making; Environmental Education; *Futures (of Society); Junior High Schools; Learning Activities; Moral Development; *Moral Issues; *Oceanography; *Problem Solving; Role Playing; Science Education; Secondary School Science; Social Problems; Social Studies; Technology
IDENTIFIERS- *Coastal Zones; Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

The objective of this "Preparing for Tomorrow's World" (PTW) program module is to help students (grades 7-8) gain insight into coastal issues and confront moral dilemmas which relate to those issues. PTW is an interdisciplinary, future-oriented program incorporating information from the sciences/social sciences and addressing societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. The module is comprised of two parts: estuary marshes and activities along the coast. Each is introduced by a filmstrip and followed by student activities--written exercises, role-play simulations, and dilemma discussions (available in the guide as student handouts). Dilemmas, brief stories in which two or more moral/ethical conflicts must be resolved, are accompanied by questions to stimulate thinking and/or generate discussions. In addition to student handouts and instructional strategies, the teaching guide contains module overview, chart indicating moral issues (as identified by Kohlberg) in each dilemma, suggested time schedule, bibliography, and sources for supplementary materials. The module may be used as a separate unit of study, as a mini-course, or incorporated into existing curricula where appropriate. (JN)

ED 230 369 SE 041 566

*Iozzi, Louis A.; And Others*
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Biology; Critical Thinking; Decision Making; Environmental Education; Ethics; *Futures (of Society); Genetic Engineering; High Schools; Interdisciplinary Approach; Learning Activities; Medicine; Moral Development; *Moral Issues; *Problem Solving; Science Education; *Secondary School Science; Social Studies; Technology
IDENTIFIERS- *Bioethics; Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

The purpose of this module is to introduce students (grades 10-11) to critical bioethical issues by considering moral dilemmas and knowledge of biomedical advances. The module is organized into 12 topic areas, each containing a dilemma story, introductory reading material, sample student responses, and questions. Dilemmas are essentially brief stories which pose a critical decision to be made by a main character. This decision revolves around conflicts between two or more moral/ethical issues (as identified by Kohlberg) presented in the situation, and it is the moral/ethical implication that provides the thrust for student discussions. Preceding each dilemma are relevant readings or case studies providing basic background information regarding the bioethical issue presented in the dilemma. Questions and sample student responses (representing positions taken by typical students) serve to stimulate thinking about the issues and generating discussions. Issues examined include organ transplantation; kidney dialysis patient selection; drug experimentation; fetal research; human behavior control; mass screening for genetic disorders; the terminally ill; mass screening for psychological disorders; eugenics; infanticide; test tube babies; and recombinant DNA. The module may be used as a separate unit of study, as a mini-course, or incorporated into biology, genetics, civics, history, philosophy, anthropology, health, or family-living courses. (JN)

ED 230 370 SE 041 567

*Iozzi, Louis A.*

Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.

**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.

PUB DATE- 82

AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $90).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- *Biology; Critical Thinking; Decision Making; Environmental Education; Ethics; *Futures (of Society); High Schools; Interdisciplinary Approach; Learning Activities; Medicine; Moral Development; *Moral Issues; *Problem Solving; Science Education; *Secondary School Science; Social Problems; Social Studies; Technology

IDENTIFIERS- *Bioethics; Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

"Preparing for Tomorrow's World" is an interdisciplinary, future-oriented program which incorporates information from the sciences and social sciences and addresses societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. "Dilemmas in Bioethics" is designed to introduce senior high students (grades 10-11) to a sample of critical bioethical issues by considering moral dilemmas and knowledge of biomedical advances. This teaching guide discusses the purposes of the student module, strategies employed (focusing on the dilemma debate/discussion technique), module structure and objectives, and use of dilemmas in bioethics in the school curriculum. The module may be used as a separate unit of study, as a mini-course, or incorporated into existing subject areas, including biology, genetics, civics, history, philosophy, anthropology, health education, and family living. Discussion of the final, optional student activity (developing guidelines for human experimentation), chart indicating moral issues (as defined by Kohlberg) contained in the 12 dilemmas presented in the student material, and a bibliography on selected bioethical issues are also included. (JN)

ED 230 371 SE 041 568

*Iozzi, Louis A.; And Others*
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $70; replacement student worksheets, $5).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Coal; Critical Thinking; Decision Making; *Energy; Environmental Education; *Fuels; *Futures (of Society); Interdisciplinary Approach; Junior High Schools; Learning Activities; Moral Development; *Moral Issues; *Nuclear Energy; *Problem Solving; Science Education; Secondary School Science; Social Studies; Technology
IDENTIFIERS- Dilemma Discussion Approach; Energy Education; Preparing for Tomorrows World Program; *Science and Society

The purpose of this module is to engage students (grades 7-8) in examining issues that underlie the "energy crisis" and in considering value aspects involved in decisions regarding energy consumption, distribution, sources, and other energy-related issues. The module is comprised of three parts, each focusing on a current, major source of fuel energy and its related issues. These include oil and transportation, nuclear energy, and coal. To demonstrate some of the many aspects of the subject, dilemmas or role-playing situations highlight the effects and problems posed by increased consumption of these fuels. Dilemmas are brief stories posing a critical decision to be made by a main character. This decision revolves around conflicts between two or more moral/ethical issues (as identified by Kohlberg) presented in the situation, and it is the moral/ethical implication that provides the thrust for later student discussions. Preceding each dilemma are readings/case studies providing background information regarding issues in the dilemmas. Questions are also provided to stimulate thinking about the issues and generate discussions. The module may be used as a separate unit of study, as a mini-course, or incorporated into social studies, general science, earth science, health education, or language arts courses. (JN)

ED 230 372 SE 041 569

*Iozzi, Louis A.*

Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World.

**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 82
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $70; replacement student worksheets, $5).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Coal; Critical Thinking; Decision Making; *Energy; Environmental Education; *Fuels; *Futures (of Society); Interdisciplinary Approach; Junior High Schools; Learning Activities; Moral Development; *Moral Issues; *Nuclear Energy; *Problem Solving; Science Education; Secondary School Science; Social Studies; Technology
IDENTIFIERS- Dilemma Discussion Approach; Energy Education; Preparing for Tomorrows World Program; *Science and Society

"Energy: Decisions for Today and Tomorrow" is one of the "Preparing for Tomorrow's World" (PTW) program modules. PTW is an interdisciplinary, future-oriented program incorporating information from the sciences and social sciences and addressing societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. This module, designed for grades 7-8 (social studies, general science, earth science, language arts, health education), examines issues underlying the "energy crisis" and values involved in decisions regarding such energy-related issues as energy consumption, distribution, and sources. Subject matter is presented in three sections (oil and transportation, nuclear energy, and coal). The teaching guide includes an overview of the module (purpose; strategies employed, focusing on the dilemma/debate discussion techniques; module structure/objectives; and its use in the school curriculum) and instructional strategies related to the readings, dilemma discussions, and students activities in each of the three sections. A chart indicating moral issues (as defined by Kohlberg) presented in the dilemmas, suggested schedule of activities, and bibliography are also included. The module may be used as a separate unit of study, as a mini-course, or incorporated into existing curricula where appropriate. (JN)

ED 230 373 SE 041 570

*Iozzi, Louis A.; And Others*
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Coal; Critical Thinking; Decision Making; *Environmental Education; *Futures (of Society); High Schools; Insecticides; Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Natural Resources; *Problem Solving; Science Education; Secondary School Science; Social Studies; Technology; Waste Disposal
IDENTIFIERS- Dilemma Discussion Approach; *Environmental Problems; Preparing for Tomorrows World Program; *Science and Society

The dual purpose of this module is to introduce students (grades 10-11) to current/emerging environmental issues and to emphasize the moral/ethical decision-making related to these issues. The module is organized into 12 topic areas, each containing a dilemma story, introductory reading material, sample student responses, and questions. Dilemmas are essentially brief stories which pose a critical decision to be made by a main character. This decision revolves around conflicts between two or more moral/ethical issues (as identified by Kohlberg) presented in the situation, and it is the moral/ethical implication that provides the thrust for student discussions. Preceding each dilemma are relevant readings or case studies providing basic background information regarding the environmental issue presented in the dilemma. Questions and sample student responses (representing positions taken by typical students) serve to stimulate thinking about the issues and generate discussions. Issues examined include water shortage; world food supply; protecting access to sunlight for solar heating/power purposes; microwave; nuclear power; coal; DDT (an insecticide); waste disposal/hazardous chemicals; polyvinyl chloride (PVC) and hazardous materials; wastewater treatment; and overproduction. The module may be used as a separate unit of study, mini-course, or incorporated into civics, history, biology, chemistry, environmental science and earth science courses. (JN)

ED 230 374 SE 041 571

*Iozzi, Louis A.; And Others*
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Critical Thinking; Decision Making; *Environmental Education; *Futures (of Society); High Schools; Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Natural Resources; Policy Formation; *Problem Solving; Science Education; Secondary School Science; Social Studies; Technology
IDENTIFIERS- Dilemma Discussion Approach; *Environmental Problems; Preparing for Tomorrows World Program; *Science and Society

"Environmental Dilemmas" is one of the "Preparing for Tomorrow's World" (PTW) program modules. PTW is an interdisciplinary, future-oriented program which incorporates information from the sciences and social sciences and addresses societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. The dual purpose of the module is to introduce students (grades 10-11) to current/emerging environmental issues and to emphasize the moral/ethical decision-making related to the issues. This teaching guide discusses the purposes of the student module, strategies employed (focusing on the dilemma debate/discussion technique), module structure and objectives, and use of dilemmas in bioethics in the school curriculum. The module may be used as a separate unit of study, as a mini-course, or incorporated into existing subject areas, including civics, history, biology, chemistry, environmental science, and earth science. Theoretical basis for the PTW program (considering the social-scientific reasoning model used), and final student activity (developing guidelines for environmental policy) are discussed. A chart indicating moral issues (as defined by Kohlberg) contained in the 12 dilemmas presented in the student material, and selected bibliographies on moral/social/ethical development and the environment are included. (JN)

ED 230 375 SE 041 572

*Iozzi, Louis A.; And Others*
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80

AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $85; replacement student worksheets, $9).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Communications; *Computers; Critical Thinking; Decision Making; Delphi Technique; Environmental Education; *Futures (of Society); Interdisciplinary Approach; Junior High Schools; Learning Activities; Moral Development; *Moral Issues; *Prediction; Problem Solving; Science Education; Secondary School Science; Social Studies; Technology; *Telephone Communications Systems
IDENTIFIERS- Preparing for Tomorrows World Program; Scenario Writing; *Science and Society

"Future Scenarios in Communications" is one of the "Preparing for Tomorrow's World" (PTW) program modules. PTW is an interdisciplinary, future-oriented program incorporating information from the sciences and social sciences and addressing societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. Compared in this module (for students in grades 7-8) is the development of two communications systems, past and future, and their impact on changes in life-styles. The module is comprised of two sections, the first examining development of the telephone system in the United States and the second examining the development and applications of the computer. Futures forecasting techniques (Delphi probe, trend analysis, cross-impact analysis, scenario writing) are used in both sections. The teaching guide includes a discussion of the socio-scientific reasoning model (theoretical basis of the PTW), module overview (purpose; strategies employed; module structure/objectives; and its use in the school curriculum), and suggested instructional strategies. A bibliography and list of Kohlberg's stages of moral development are included. The module may be used as a separate unit of study, as a mini-course, or incorporated into social studies, language arts, history, or general science courses. (JN)

ED 230 376 SE 041 573

*Iozzi, Louis A.; And Others*

Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World.

**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.

PUB DATE- 80

AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $85; replacement student worksheets, $9).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- *Communications; *Computers; Critical Thinking; Decision Making; Delphi Technique; Environmental Education; *Futures (of Society); Interdisciplinary Approach; Junior High Schools; Learning Activities; Moral Development; *Moral Issues; *Prediction; Problem Solving; Science Education; Secondary School Science; Social Studies; Technology; *Telephone Communications Systems; Trend Analysis

IDENTIFIERS- Preparing for Tomorrows World Program; Scenario Writing; *Science and Society

The purpose of this module is to introduce students (grades 7-8) to the concept of change and factors influencing change. The module is composed of two major sections. Section 1 examines the development of the telephone system in the United States and introduces four futures forecasting techniques (Delphi probe, cross-impact matrix, trend analysis, and scenario development). In section 2, students use the forecasting techniques they have learned to examine the development and applications of the computer. In addition to futures forecasting techniques, readings, role-playing simulations, and small/large group discussions are employed. The module may be used as a separate unit of study, as a mini-course, or incorporated into social studies, history, general science, or language arts courses. (JN)

ED 230 377 SE 041 574

*Iozzi, Louis A.; And Others*

Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World.

**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.

PUB DATE- 80

AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $95; replacement student worksheets, $2).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTIONS- Animals; Critical Thinking; Decision Making; *Environmental Education; *Futures (of Society); High Schools; Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Natural Resources; Physical Environment; *Problem Solving; Role Playing; Science Education; Secondary School Science; Social Studies; Student Attitudes; Technology; Wildlife

IDENTIFIERS- Dilemma Discussion Approach; *Environmental Ethic; Preparing for Tomorrows World Program; *Science and Society

Developing an awareness of the need to evolve an environmental ethic is the intent of this module, designed for the senior high school level (grades 10-11). The module is divided into two sections. Section 1 contains a series of dilemma/discussion activities raising issues regarding human behavior toward animals and the natural environment. Dilemmas are brief stories posing a critical decision to be made by a main character. This decision revolves around conflicts between two or more moral/ethical issues (as identified by Kohlberg) presented in the situation, and it is the moral/ethical implication that provides the thrust for later student discussions. Preceding each dilemma are readings/case studies providing background information regarding issues in the dilemma. Questions are also provided to stimulate thinking about the issues and generate discussions. Section 2 contains two role-playing simulations, the first addressing issues related to appropriate use of national/state parks and "right" of inanimate objects and the second addressing issues related to use of the oceans. The module may be used as a separate unit of study, as a mini-course, or incorporated into such subject areas as science, psychology, history, philosophy, language arts, or civics. (JN)

ED 230 378 SE 041 575

*Iozzi, Louis A.; And Others*

Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World.

**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.

PUB DATE- 80

AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $95; replacement student worksheets, $2).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Animals; Critical Thinking; Decision Making; *Environmental Education; *Futures (of Society); High Schools; Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Natural Resources; Physical Environment; *Problem Solving; Role Playing; Science Education; Secondary School Science; Social Studies; Student Attitudes; Technology

IDENTIFIERS- Dilemma Discussion Approach; *Environmental Ethic; Preparing for Tomorrows World Program; *Science and Society

"Of Animals, Nature and People" is one of the "Preparing for Tomorrow's World" (PTW) program modules. PTW is an interdisciplinary, future-oriented program incorporating information from the sciences and social sciences and addressing societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. The intent of this module is to develop in students (grades 10-11) the need to evolve an environmental ethic. Provided in the teaching guide are discussions of the socio-scientific reasoning model (theoretical basis of PTW), purpose of the module, strategies employed (focusing on the dilemma/debate discussion technique), module structure/objectives, and its use in the school curriculum. Also provided is a suggested teaching schedule, guidelines for conducting dilemma discussions (including basic steps in the process), a chart indicating moral issues (as defined by Kohlberg) presented in the 10 dilemmas, and suggested teaching strategies for the dilemmas (related to human behavior toward animals and the environment) and role-playing simulations on the use of natural resources. Additional reading material (in an appendix) and bibliography are included. The module may be used as a separate unit of study, mini-course, or incorporated into such subject areas as civics, language arts, or science. (JN)

# DOCUMENT RESUME

ED 230 379 SE 041 576

*Iozzi, Louis A.*
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 82
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $75; replacement student worksheets, $2).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Change; Climate; Critical Thinking; Decision Making; *Environmental Education; Environmental Influences; *Futures (of Society); High Schools; Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Physical Environment; Pollution; *Problem Solving; Role Playing; Science Education; Secondary School Science; Social Studies; Technology; Weather
IDENTIFIERS- Acid Rain; Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

"People and Environmental Changes" is one of the "Preparing for Tomorrow's World" (PTW) program modules. PTW is an interdisciplinary, future-oriented program which incorporates information from the sciences and social sciences and addresses societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. This teaching guide discusses the purposes of the module (which includes an examination of issues that arise as a result of human activities in the physical environment), general strategies employed (focusing on the dilemma debate/discussion technique), module structure and objectives, and use of dilemmas in the school curriculum. Instructional strategies are provided for the readings, activities, dilemmas, and discussions presented in the two-section student manual (section 1 focusing on planned environmental changes and section 2 focusing on unplanned environmental changes). A chart indicating moral issues (as defined by Kohlberg) contained in the dilemmas presented in the student materials, suggested schedule of activities, and bibliography on environmental modification are also provided. The module may be used as a separate unit of study, as a mini-course, or incorporated into such existing subject areas as social studies, language arts, or science. (JN)

ED 230 380 SE 041 577

*Iozzi, Louis A.; And Others*
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $75; replacement student worksheets, $2).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Change; Climate; Critical Thinking; Decision Making; *Environmental Education; Environmental Influences; *Futures (of Society); High Schools; Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Physical Environment; Pollution; *Problem Solving; Role Playing; Science Education; Secondary School Science; Social Studies; Technology; Weather
IDENTIFIERS- Acid Rain; Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

The intent of this module is to engage students (grades 9-11) in an examination of issues that arise as a result of human activities in the physical environment. Activities are organized into two sections: the first focusing on weather modification and construction of dams as examples of planned environmental change and the second focusing on unplanned environmental changes (desertification, unintended weather modification, increases in atmospheric carbon dioxide, and erosion). To demonstrate socio-scientific conflicts, a simulation game, role-playing simulations, and dilemma/discussion formats are utilized to highlight and heighten the underlying issues. Dilemmas are brief stories posing a critical decision to be made by a main character. This decision revolves around conflicts between two or more moral/ethical issues (as identified by Kohlberg) presented in the situation, and it is the moral/ethical implication that provides the thrust for later student discussions. Preceding each dilemma are readings/case studies providing background information regarding issues in the dilemma. Questions and sample student responses (representing positions taken by typical students) are provided to stimulate thinking about the issues and generate discussions. The module may be used as a separate unit of study, mini-course, or incorporated in such subject areas as social studies, language arts, or science. (JN)

ED 230 381 SE 041 578

*Iozzi, Louis A.; And Others*
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $87; replacement student worksheets, $7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Air Transportation; Critical Thinking; Decision Making; Environmental Education; *Futures (of Society); Interdisciplinary Approach; Junior High Schools; Learning Activities; Moral Development; *Moral Issues; *Problem Solving; Science Education; Secondary School Science; Social Studies; Technology; *Transportation; *Vehicular Traffic
IDENTIFIERS- Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

In this module students (grades 7-9) examine some of the many issues related to transportation and consider how different problems impact upon their lives and the lives of others. Student material consists of readings, dilemmas, and activities. These are presented in four sections focusing on land transportation, water transportation, air transportation, and future perspectives. In addition to role playing and simulation exercises, dilemma/discussion formats are utilized to highlight and heighten the underlying issues. Dilemmas are brief stories posing a critical decision to be made by a main character. This decision revolves around conflicts between two or more moral/ethical issues (as identified by Kohlberg) presented in the situation, and it is the moral/ethical implication that provides the thrust for later student discussions. Preceding each dilemma are readings/case studies providing background information regarding issues in the dilemma. Questions are also provided to stimulate thinking about the issues and generate discussions. The module may be used as a separate unit of study, as a mini-course, or incorporated in such subject areas as social studies, language arts, or science. (JN)

ED 230 382 SE 041 579

*Iozzi, Louis A.; And Others*
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $87; replacement student worksheets, $7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Air Transportation; Critical Thinking; Decision Making; Environmental Education; *Futures (of Society); Interdisciplinary Approach; Junior High Schools; Learning Activities; Moral Development; *Moral Issues; *Problem Solving; Role Playing; Science Education; Secondary School Science; Social Studies; Technology; *Transportation; *Vehicular Traffic
IDENTIFIERS- Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

"Perspectives on Transportation" is one of the "Preparing for Tomorrow's World" (PTW) program modules. PTW is an interdisciplinary, future-oriented program which incorporates information from the sciences and social sciences and addresses societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. This module examines land, sea, and air transportation and also briefly considers future prospects. Provided in the teaching guide are discussions of the socio-scientific reasoning model (theoretical basis of PTW), purpose of the module, strategies employed (focusing on the dilemma/debate discussion technique), module structure and objectives, and its use in the school curriculum. Also provided are a suggested teaching schedule, guidelines for conducting dilemma discussions (including basic steps in the process), a chart indicating moral issues (as defined by Kohlberg) contained in the dilemmas presented in the student material, suggested teaching strategies for the filmstrip used to introduce the module and for activities related to each form of transportation, bibliography, and appendices containing teacher background information. The module may be used as a separate unit of study, as a mini-course, or incorporated into such subject areas as social science, language arts, or science. (JN)

ED 230 383 SE 041 580

*Iozzi, Louis A.; And Others*
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $55; replacement student worksheets, $11).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Critical Thinking; Decision Making; Environmental Education; *Futures (of Society); Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Problem Solving; Role Playing; Science Education; Secondary Education; *Secondary School Science; *Simulation; Social Studies; *Space Exploration; Technology
IDENTIFIERS- Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

"Space Encounters" is one of the "Preparing for Tomorrow's W[illegible]" (PTW) program modules. PTW is an interdisciplinary, future-ori[illegible] program incorporating information from the sciences/social sciences and addressing societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. This module, a role-playing simulation, is intended for use in grades 7-12 social studies, general science, earth science, and English classes. It consists of 13 open-ended, decision-making activities related to a simulated space mission. Additional activities include large/small group dilemma discussions. Dilemmas, brief stories in which two or more moral/ethical conflicts must be resolved, are accompanied by questions to stimulate thinking and/or generate discussions. In addition to student handouts and instructional strategies, the teaching guide contains module overview, chart indicating moral issues (as identified by Kohlberg) in each dilemma, suggested time schedule, bibliography, discussion of the socio-scientific reasoning model (theoretical basis of the PTW), and bibliography. The module may be used as a separate unit of study, as a mini-course, or incorporated into existing curricula where appropriate. (JN)

ED 230 384 SE 041 581

*Iozzi, Louis A.; And Others*
Technology and Changing Lifestyles. Student's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $85; replacement student worksheets, $11).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- American Indians; Change; Comparative Analysis; Critical Thinking; Cultural Differences; Decision Making; *Educational Objectives; Environmental Education; *Futures (of* Society); Interdisciplinary Approach; Junior High Schools; Learning Activities; *Life Style; Moral Development; *Moral Issues; *Problem Solving; Science Education; Secondary School Science; Social Studies; *Technology
IDENTIFIERS- Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

The purpose of this module is to introduce students (grades 7-8) to the concept of change as reflected in changes of lifestyle. The module is comprised of three major sections. Section 1 examines family roles in earlier Amerindian society (low technology) and society today (high technology). Section 2 examines the role and purpose of education, again comparing/contrasting the two cultures. Section 3 examines how lifestyle needs impact on land, its resources, and other people. Within each section are readings, student activities, dilemma discussions, and simulations. Dilemmas are brief stories posing a critical decision to be made by a main character. This decision revolves around conflicts between two or more moral/ethical issues (as identified by Kohlberg) presented in the situation, and it is the moral/ethical implication that provides the thrust for later student discussions. Preceding each dilemma are readings/case studies providing background information regarding issues in the dilemma. Questions are also provided to stimulate thinking about the issues and generate discussions. The module may be used as a separate unit of study, as a mini-course, or incorporated into such subject areas as social studies, history, general science, or language arts. (JN)

ED 230 385 SE 041 582

*Iozzi, Louis A.*
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 82
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $85; replacement student worksheets, $11).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- American Indians; Change; Comparative Analysis; Critical Thinking; Cultural Differences; Decision Making; Educational Objectives; Environmental Education; *Futures (of Society); Interdisciplinary Approach; Junior High Schools; Learning Activities; *Life Style; Moral Development; *Moral Issues; *Problem Solving; Science Education; Secondary School Science; Social Studies; *Technology
IDENTIFIERS- Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

"Technology and Changing Lifestyles" is one of the "Preparing for Tomorrow's World" (PTW) program modules. PTW is an interdisciplinary, future-oriented program incorporating information from the sciences and social sciences and addressing societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. This module introduces students (grades 7-8) to the concept of change as reflected in changing lifestyles. Subject matter is presented in three sections, examining: family roles in earlier Amerindian society (low technology) and society today (high technology); role/purpose of education by comparing/contrasting the two cultures; and how lifestyle needs impact on land, its resources, and other people. The teaching guide includes an overview of the module (purpose; strategies employed, focusing on the dilemma/debate discussion technique; module structure/objectives; and its use in the school curriculum) and instructional strategies related to the readings, dilemma disucssions, and student activities in each of the three sections. A chart indicating moral issues (as defined by Kohlberg) presented in the dilemmas and list of suggested readings are also included. The module may be used as a separate unit of study, mini-course, or incorporated into social studies, language arts, history, or general science courses. (JN)

*Iozzi, Louis A.; And Others*
Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $80; replacement student worksheets, $4).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- Artificial Intelligence; Critical Thinking; Decision Making; Environmental Education; *Futures (of Society); Genetic Engineering; High Schools; Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Problem Solving; Role Playing; Science Education; Secondary School Science; Social Studies; Solar Energy; *Technological Advancement; *Technology
IDENTIFIERS- Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

This module is designed to provide students (grades 10-11) with experiences in examining how technology has changed our lives and in anticipating future changes. The module is divided into three sections. Role-playing simulations and readings are used in section 1 to examine the dynamic relationship between science/technology/society. Five technologies (mind control, solar energy, genetic engineering, remote sensing, computers/artificial intelligence) are examined in section 2 through readings and dilemma/discussions. Dilemmas are brief stories posing a critical decision to be made by a main character. This decision revolves around conflicts between two or more moral/ethical issues (as identified by Kohlberg) presented in the situation, and it is the moral/ethical implication that provides the thrust for later student discussions. Preceding each dilemma are readings/case studies providing background information regarding issues in the dilemma. Questions are also provided to stimulate thinking about the issues and to generate discussions. Section 3 is a simulation offering students an opportunity to select technologies for the future. The module may be used as a separate unit of study, as a mini-course, or incorporated into such subject areas as general science, history, language arts, social science, or chemistry. (JN)

ED 230 387 SE 041 584

*Iozzi, Louis A.; And Others*
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**

SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 80

AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501 (Complete multi-media module, including student materials, $80; replacement student worksheets, $4).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Artificial Intelligence; Critical Thinking; Decision Making; Environmental Education; *Futures (of Society); Genetic Engineering; High Schools; Interdisciplinary Approach; Learning Activities; Moral Development; *Moral Issues; *Problem Solving; Role Playing; Science Education; Secondary School Science; Social Studies; Solar Energy; *Technological Advancement; *Technology
IDENTIFIERS- Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society

"Technology and Society: A Futuristic Perspective" is one of the "Preparing for Tomorrow's World" (PTW) program modules. PTW is an interdisciplinary, future-oriented program incorporating information from the sciences and social sciences and addressing societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. In this module, students (grades 10-11) consider ways in which technology has changed our lives and anticipate future changes. Provided in the teaching guide are discussions of the socio-scientific reasoning model (theoretical basis of PTW); module overview (including purpose; strategies employed, focusing on the dilemma/debate discussion technique; module structure/objectives; and its use in the school curriculum) and suggested time schedule. Also provided are guidelines for conducting dilemma discussions (including basic steps in the process), a chart indicating moral issues (as defined by Kohlberg) presented in the dilemmas, and teaching strategies for each of the three module parts: examination of science/technology/society relationships, study of five technologies, and simulation of a future technology. A selected bibliography is also included. The module may be used as a separate unit of study, as a mini-course, or incorporated into existing social science, history, language arts, general science, or chemistry courses. (JN)

ED 230 388 SE 041 585

*Iozzi, Louis A.*

Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
**Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal and Environmental Studies.**
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton.
PUB DATE- 82
AVAILABLE FROM- SOPRIS WEST, Inc., 1120 Delaware Ave., Longmont, CO 80501.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Cognitive Development; Critical Thinking; *Curriculum Development; Decision Making; Developmental Stages; *Discussion (Teaching Technique); Environmental Education; Futures (of Society); Interdisciplinary Approach; *Moral Development; Moral Issues; Problem Solving; Role Playing; Secondary Education; Secondary School Curriculum; Secondary School Science; *Social Development; Social Studies; Technology
IDENTIFIERS- *Dilemma Discussion Approach; Preparing for Tomorrows World Program; *Science and Society; Socio Scientific Reasoning Model

"Preparing for Tomorrow's World" (PTW) is an interdisciplinary, future-oriented program incorporating information from the sciences/social sciences and addressing societal concerns which interface science/technology/society. The program promotes responsible citizenry with increased abilities in critical thinking, problem-solving, social/ethical reasoning, and decision-making. The socio-scientific reasoning model (SSRM) is the theoretical basis of the program. The model consists of four interacting components: (1) logical reasoning development based on Piagetian theory; (2) moral/ethical reasoning based on Kohlberg's stages; (3) Selman's views of social role taking stages; and (4) a content or informational component. SSRM serves as the basis for identifying the types of learning experience and the sophistication level of those experiences important to help students develop. A major instructional strategy related to SSRM is the dilemma discussion. Dilemmas, brief stories in which conflicting moral/ethical issues must be resolved, consist of six stages: background information, presentation of dilemma, selection of alternative positions, small group discussions, class discussion, and discussion summary/closing. Each of these steps is discussed, followed by some general guidelines for stimulating dilemma discussions and characteristics of any dilemma discussion. In addition, a list of helpful hints and answers to commonly asked questions (such as how long should a discussion be continued) are provided. (JN)

ED 230 389 SE 041 588

*Maxfield, Betty; And Others*

Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile.

**National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.**

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- 82
AVAILABLE FROM- Survey of Doctorate Recipients Project, OSEP, JH612, National Academy of Sciences, Washington, DC 20418 (free, while suppy lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Rank (Professional); Demography; *Doctoral Degrees; *Employment Level; *Employment Patterns; Employment Statistics; *Engineering; Higher Education; *Humanities; Labor Market; Mathematics; Occupational Mobility; Occupational Surveys; Questionnaires; Salaries; *Sciences; Sex Differences; Tenure

This report provides information on the demographic characteristics and employment status of recipients of doctoral degrees granted from June 1980 to January 1983 (who were residing in the United States in February 1981). Information was collected on 39,547 of the 63,022 individuals in the survey sample, yielding a response rate of 63 percent. Chapter 1 consists of analyses of doctorates in the sciences and engineering, which includes the broad fields of mathematics, computer science, physics/astronomy, chemistry, earth/environmental sciences, life sciences (agriculture, medical, and biological), psychology, and social sciences. Chapter 2 includes analyses of doctorates in the humanities fields of art history, classical languages, English/American literature, history, modern languages/literature, music, philosophy, speech, and "other humanities." Data are provided for: doctoral population by field; field mobility by employed Ph.D.s; academic position by cohort, field of doctorate, and sex; tenure status by field, sex, and age; and for geographic differences in employment status. Data are also provided by field of doctorate for: demographic characteristics; employment status; type of employer, primary work activity; median annual salary by sex and years since doctorate; and for median annual salary by sex and type of employer. Survey questionnaire and supporting documentation are included in appendices. (JN)

ED 230 390 SE 041 589

*Sindelar, Paul T.*

The Effects of Group Size, Instructional Method, and Mode of Responding on the Acquisition of Mathematical Concepts by Fourth Grade Students.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; *Elementary School Mathematics; Grade 4; Intermediate Grades; Mathematical Concepts; *Mathematics Achievement; *Mathematics Instruction; *Teaching Methods; Time on Task
IDENTIFIERS- Mathematics Education Research

Two studies were conducted to compare experimentally the effects of teacher-led instruction and seatwork on acquiring mathematical concepts. In the first study, 255 fourth graders were assigned to groups to be taught a 15-minute teacher-led lesson only, a 15-minute lesson plus 12 minutes of teacher-led follow-up, or a 15-minute lesson plus 12 minutes of independent seatwork, each taught individually or in groups of 3 or 6. Group size affected both time-on-task and achievement. The hypothesized relationship between achievement and amount of teacher-led instruction was supported for children taught individually; length of teacher-led lessons appeared to be critical in determining achievement for groups of 3 and 6. In the second study, 108 fourth graders received a 15 minute lesson with no follow-up, a 30-minute lesson with 25% teacher-led instruction and 75% seatwork, a 30-minute lesson divided equally between teacher-led instruction and seatwork, or a 30-minute lesson with 75% teacher-led instruction and 25% seatwork. It was concluded that the more time spent in a sustained instructional activity, the greater is achievement. (MNS)

# DOCUMENT RESUME

ED 230 391 SE 041 591

*Bandhu, Desh, Ed.; Ramanathan, N. L., Ed.*
Education for Environmental Planning and Conservation.
**Indian Environmental Society, New Delhi.**
PUB DATE- 82
AVAILABLE FROM- Indian Environmental Society, 8, Darya Ganj, New Delhi-110002 (India).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Conservation (Environment); Curriculum Development; *Educational Trends; *Environmental Education; Environmental Standards; Foreign Countries; *Institutional Role; Natural Resources; *Physical Environment; Pollution; Population Education; *Program Descriptions; Program Development; Science Education; *Teacher Education; Teaching Methods
IDENTIFIERS- *Environmental Planning Education; Environmental Problems

Presented in these proceedings are the inaugural and presidential addresses, 8 keynote addresses, and 40 contributed papers presented at an international conference on environmental education (EE). Conference recommendations, a synopsis of conference themes/thrusts, resolution on the organization of a national environmental congress, and the Delhi Declaration on Environmental Education are also presented. The conference addressed a wide range of topics relevant to EE training, orientation, awareness, and research. These topics included: assessment of philosophy of EE in the tropics; introduction of nuclear power in the Philippines; food or fuel; women and energy; role of universities in EE; role of research and development institutions in EE; fundamentals in teacher preparation and curriculum development for EE; identification of psychological, cultural, and physical materials for EE; proposal for mass education of environment; strategies for using extra-curricular activities in science for spread of EE; population education and its relationship to EE; marine pollution; social fencing and institutionalization of green gold farming in the Himalayas; poverty and environment; and others. In addition, EE programs, activities, and experiences unique to specific foreign countries are discussed. Countries include

Indonesia, Japan, Malaysia, Philippines, Sri Lanka, Thailand, and India. (JN)

ED 230 392 SE 041 592

*Clark, Sheldon B.*
Trigonometric Insights into Pie Charts.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Geometric Concepts; *Graphs; *Mathematical Formulas; *Mathematics Education; *Mathematics Instruction; *Trigonometry

In light of evidence indicating that errors in making accurate pie charts are prevalent, an alternative method for constructing pie charts is proposed. It involves the use of a simple trigonometric formula to compute a factor of the length of the chord that defines a given percentage sector. This factor is multiplied by the radius of the circle to yield the length of the required chord. The formula, its derivation, and values yielded by it are given. Making approximations using it are briefly discussed. (MNS)

ED 230 393 SE 041 593

*Ayabe, Carol*
A Cross-Sectional/Longitudinal Study of the Math Enrollment Patterns of Students in Different Racial Groups with High Standardized Math Scores.
**Mesa Public Schools, AZ. Dept. of Research and Evaluation.**
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Cross Cultural Studies; Cross Sectional Studies; Educational Research; *Enrollment Trends; *Ethnic Groups; Hispanic Americans; *Longitudinal Studies; *Mathematics Achievement;

Secondary Education; *Secondary School Mathematics
IDENTIFIERS- Arizona (Mesa); *Mathematics Education Research

This report profiles the mathematics enrollment patterns of 692 junior and senior high school students in the Mesa Schools from fall 1980-81 through fall 1981-82. The motivating purpose of the study was to determine whether high-scoring Hispanic students avoid taking more advanced mathematics courses, but it included Black, Indian, Asian, and White students. The top three stanine scores of the California Achievement Test were used to define the total population of 4,401 White and 347 non-White students. All non-White students were included in the study, along with a modified random sample of White students. For all races, a reasonably high percentage of these students enrolled in college preparation mathematics throughout high school. In particular, 60% of the Hispanic students compared with 53% of the White students with high scores in grades 10-12 enrolled in college preparation mathematics courses. However, a downward trend was exhibited after grade 9 in the percentage of students enrolled in such courses. The Asian students surpassed other races in mathematics participation at every grade level. Females enrolled in as many or more mathematics courses as males within each race. The appendix includes tables giving the frequency distributions by race, stanine level, and type of course. (MNS)

ED 230 394 SE 041 594

*Tsai, Shiow-Ling; Walberg, Herbert J.*
Mathematics Achievement and Attitude Productivity in Junior High School.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Attitudes; *Educational Assessment; Educational Research; Factor Analysis; Junior High School Students; *Mathematics Achievement; Secondary Education; *Secondary School Mathematics; *Student Characteristics; Testing
IDENTIFIERS- Mathematics Education Research; National Assessment of Educational Progress

To investigate the dependence of mathematics achievement and attitudes on each other and other factors, achievement test scores and ratings of 2,368 13-year-old students who participated in the 1977-78 National Assessment of Education Progress (NAEP) were analyzed. Achievement was significantly associated with attitudes,

sex, ethnicity, father's and mother's education, verbal opportunities in the home, and frequency of mathematical practices when the variables were statistically controlled for one another. Constructive mathematics attitudes were associated with achievement and the same factors except parent education. About 32 percent of the achievement variance and 8 percent of the attitude variance can be accounted for by the factors. (Author)

*Klopping, Paul H.*
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**
SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Aerobic Digestion

This lesson is a basic description of aerobic digestion. Topics presented include a general process overview discussion of a typical digester's components, factors influencing performance, operational controls, and biological considerations for successful operation. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, discussion of aerobic digestion, references, and worksheet. (JN)

ED 230 396                                                  SE 041 596

*Arasmith, E. E.*
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**
SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Anaerobic Digestion

This lesson is the first of a two-part series on anaerobic digestion. Topics discussed include the five basic functions of an anaerobic digester, basic theory of the biological processes involved, basic equipment necessary for digestion, and the products of digestion. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, discussion material, references, and worksheet. Discussion material is presented in four sections titled: digester function, basic equipment, theory--"the basics," and by-products of digestion. (JN)

ED 230 397 SE 041 597

*Arasmith, E. E.*

Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.

**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**

SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

PUB DATE- Aug 80

GRANT- EPA-900953010

AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Instructional Materials; Postsecondary Education; Safety; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment

IDENTIFIERS- *Anaerobic Digestion

This lesson is the second of a two-part series on anaerobic digestion. Topics discussed include classification of digester by function, roof design, and temperature range, mixing systems, gas system components, operational control basics, and general safety considerations. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the *lesson, references, and student worksheet (with answers). The* student workbook contains plant flow diagrams, objectives, glossary, discussion material, references, and worksheet. Discussion material is presented in seven sections titled: digester classification (tanks), boilers and heat exchangers, mixing systems, gas system, operational control, sampling and testing, and safety. (JN)

ED 230 398 SE 041 598

*Filer, Herb; Windram, Kendall*
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**
SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; Safety; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Vacuum Filtration

Three types of vacuum filters and their operation are described in this lesson. Typical filter cycle, filter components and their functions, process control parameters, expected performance, and safety/historical aspects are considered. Conditioning methods are also described, although it is suggested that lessons on sludge characteristics, sludge conditioning, and heat treatment be studied before undertaking the lesson. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials lists, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, vacuum filter text material, references, and worksheet. (JN)

ED 230 399                                                    SE 041 599

*Klopping, Paul H.*
Gravity Thickening. Sludge Treatment and Disposal Course #166.
Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**
SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Gravity Thickening

The basic operation of the gravity thickener is described in this lesson, focusing on the theory of operation, components found in a typical thickener, and the parameters which must be understood in optimizing the opeation of the thickener. Attention is given to mathematics concepts which are used in controlling hydraulic loading, detention time, and material balance. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, text material on gravity thickening, references, and worksheet. (JN)

ED 230 400 SE 041 600

*Sharman, Ronald M.*

Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.

**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**

SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; *Site Selection; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Sanitary Landfills

This lesson is an introduction to disposal of sludge by landfill. A brief explanation of the complete process is provided, including discussions of sludge suitability, site selection, method selection and operation, site closure, and ultimate reuse. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, sanitary landfill text material (presented in sections titled: introduction to landfill, method selection, landfill operations, and site closure), references, and worksheet.

(JN)

ED 230 401 SE 041 601

*Best, Richard A.*

Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.

**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**

SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

PUB DATE- Aug 80

GRANT- EPA-900953010

AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTIONS- Instructional Materials; Postsecondary Education; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment

IDENTIFIERS- *Centrifuges

An introductory description of the use of centrifuges in the process of volume reduction is provided in this lesson. Three basic centrifuges, their theory of operation, quality of cake and centrate, and operational control testing are discussed. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, text material (presented in sections titled: theory of centrifugation, disc centrifuge, solid bowl centrifuge, and comparisons and testing), references, and worksheet. (JN)

*Carnegie, John W.*
Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**

SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment

This lesson is an introduction to sludge conditioning. Topics covered include a brief explanation of colloidal systems, theory of chemical and heat conditioning, and conditioning aids. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains objectives, glossary, text material (presented in sections titled: theory of conditioning, conditioning equipment, conditioning operations, and aids to conditioning), references, and worksheet. (JN)

ED 230 403 SE 041 603

*Klopping, Paul H.*
Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**
SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; Safety; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Incinerators

This lesson introduces the basics of sludge incineration and focuses on the multiple hearth furnace in accomplishing this task. Attention is given to component identification and function process control fundamentals, theory of incineration, safety, and other responsibilites of furnace operation. The material is rather technical and assumes an understanding of basic plant operation. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, test material on sludge incineration--multiple health furnace, references, and worksheet. (JN)

ED 230 404 SE 041 604

*Carnegie, John W.*
Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**
SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Administration; Instructional Materials; *Planning; Postsecondary Education; Selection; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment

This lesson deals with special considerations that should be made when choosing a sludge solids management program, briefly describing the source of solids in wastewater and why they must be dealt with. The various solids handling processes and ultimate disposal methods are also briefly described, followed by a detailed discussion of the technical criteria and social/economic criteria that must be considered when selecting a program. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains objectives, text material on planning considerations, references, and worksheet. (JN)

# DOCUMENT RESUME

ED 230 405 SE 041 605

*Klopping, Paul H.*
Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**
SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment

A description of the general characteristics of sludge is provided in this lesson. It is intended as introductory material to acquaint students with the physical, chemical and biological characteristics of sludge. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains objectives, glossary, discussion of sludge characteristics, references, and worksheet. (JN)

ED 230 406 SE 041 606

*Klopping, Paul H.*
Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**
SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; Safety; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Drying Beds

Provided in this lesson is introductory material on sand and surfaced sludge drying beds. Typical construction and operation, proper maintenance, and safety procedures are considered. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives. glossary, discussion of drying beds, references, and worksheet. (JN)

ED 230 407 SE 041 607

*Klopping, Paul H.*
Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
**Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.**

SPONS. AGENCY- Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
PUB DATE- Aug 80
GRANT- EPA-900953010
AVAILABLE FROM- Linn-Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set of slide-tape, 1 student workbook and 1 instructor's guide is $75. per unit); EPA/Instructional Resources Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Instructional Materials; Postsecondary Education; *Sludge; Teaching Guides; *Training Methods; *Waste Disposal; *Waste Water; *Water Treatment
IDENTIFIERS- *Flotation Thickening

This lesson describes the process of dissolved air flotation thickening. The material is intended to acquaint students with the fundamental principles of operation, components found on a typical thickener, factors that affect operation, a comparison with other thickening processes, and the calculations and laboratory tests required in establishing a normal operating routine. The lesson includes an instructor's guide and student workbook. The instructor's guide contains a description of the lesson, estimated presentation time, instructional materials list, suggested sequence of presentation, reading lists, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains plant flow diagrams, objectives, glossary, discussion material on flotation thickening, references, and worksheet. (JN)

ED 230 408 SE 041 608

*Robertson, Douglas F.*
A Developmental Mathematics Program at the University of Minnesota.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *College Mathematics; *Course Descriptions; Higher Education; Mathematics Curriculum; *Mathematics Instruction; *Program Descriptions; Programed Instruction; *Remedial Mathematics; Speeches
IDENTIFIERS- *University of Minnesota

Following introductory background comments, an overview of the General College mathematics program at the University of Minnesota is given. Placement testing, course offerings, and the mathematics tutorial program are each briefly discussed. Then the program is described: students are given a choice of lecture classes, programmed instruction in a classroom setting, or programmed instruction on an independent study basis. Changes planned for 1983-84 are discussed in detail. In addition, special mathematics programs offered by the General College are noted: math anxiety program, continuing education and extension, summer institute, and other programs. An appendix includes the placement test, additional course information, and some statistics. (MNS)

ED 230 409 SE 041 609

*Farrell, Margaret A.; Farmer, Walter A.*
An In-Depth Analysis of the Projection of Shadows Task.

PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; *Cognitive Processes; Educational Research; *Error Patterns; Interviews; Learning Theories; *Mathematics Instruction; *Ratios (Mathematics); Science Instruction; Secondary Education; *Secondary School Mathematics; Secondary School Science; Testing
IDENTIFIERS- Inhelder (Baerbel); Mathematics Education Research; Piagetian Tasks; Science Education Research; *Shadows Task

The projection of shadows task developed by Inhelder and Piaget was used to identify error patterns and solution strategies used by diverse populations in a sequence of proportion tasks. In Study A, two group tests were administered to 607 students from science and mathematics classes in grades 9 and 10. A sub-sample of 69 students was involved in clinical interviews on three Inhelder tasks. Classification of students was higher as level of course and grade increased. In Study B, a group test of direct proportions was administered to 1,200 students enrolled in college-bound mathematics or science classes in grades 10-12. A random sample of 128 successful students was interviewed on the projection of shadows task. Over 76% of these highly selected students were still unable to recognize inverse proportions in a novel task. Sex differences found on the proportions test were not found on the shadows task. In Study C, 30 gifted middle school students were given the various tests and tasks. The percentage at the Piagetian formal operational stage differed on various measures. Subtask data and interpretations are discussed for each study. (MNS)

ED 230 410 SE 041 610

*Lieberman, Marcus*
The Development of Children's Understanding of Numerical Representation. Final Report.
PUB DATE- 1 Sep 81
GRANT- NIE-G-80-0094
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; Educational Research; Elementary Education; *Elementary School Mathematics; *Learning Theories; Mathematics Instruction; *Number Concepts; *Number Systems
IDENTIFIERS- Mathematics Education Research; *Place Value (Mathematics)

In this study, Piagetian theory is extended to explore ways in which children construct their understanding of our notational system and place value. Eighty children aged 4 to 9 were asked to group objects, draw pictures of grouped quantities, write numerals to indicate amounts, and theorize about the relationship between their written numerals and drawn quantities. Developmental levels were inferred for these and other tasks, and level x age analyses were performed. Eighteen hypotheses that children brought to bear on the meaning of the notational marks in relation to the symbolized quantities were formed, and were grouped into five developmental levels. Among the patterns that emerged was a developmental sequence in the kinds of ideas used by children, singly and in combination. Children's understanding of place value seems to be built in phases over a long period of time, in conjunction with other kinds of knowledge. Some developmental relations were evident; however, the children appeared to have many theories that intruded upon their understanding of the numeration system. Some parallel findings between the historical development of our system and the developing knowledge of that system in children are pointed out. A selection of the children's graphic productions is appended. (Author/MNS)

ED 230 411 SE 041 611

Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives.

**South Carolina State Dept. of Education, Columbia. Office of Research.**

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Basic Skills; Computation; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Geometry; *Learning Activities; *Mathematics Instruction; Measurement; Number Concepts; Problem Solving; *Secondary School Mathematics; Testing
IDENTIFIERS- *South Carolina; *South Carolina Basic Skills Assessment Program

This publication, a result of the Basic Skills Assessment Program (BSAP), is designed for use as a resource or reference guide and not as a basic skills textbook. It focuses on that part of the mathematics curriculum which is reflected in the South Carolina State Basic Skills Objectives. Information is provided not only for the grades tested by BSAP (1, 2, 3, 6, 8, and 11), but for other grades as well; however, the focus is on grades 9-12. Following an introduction, there is one section for each of the five State Mathematics Objectives: concepts, operations, measurement, geometry, and problem solving. In each, both general information which applies to all grades or particular ranges, and specific by-grade information is given. For each objective, subskills are identified, numerous instructional activities are suggested, and a general overview of the test item is provided. A skill difficulty chart is included, as are content supplements, sample test items, and directions to teachers on developing items. (MNS)

*Schwab, Judith L., Ed.*
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
**Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.**
SPONS. AGENCY- Forest Service (DOA), Washington, D.C.
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTIONS- Business; Conservation (Environment); Economics; *Forestry; *Lumber Industry; *Natural Resources; *Publications; Resource Materials; *Social Science Research; *Social Sciences

Provided in this document is a bibliography of selected materials addressing the interface between forestry and the social sciences. Materials include articles appearing in United States and foreign professional journals, bibliographies, conference proceedings, and other types of publications. A subject-matter classification scheme, in outline format, is provided at the beginning of the document. Entries (numbered 3355-3564) are listed alphabetically by author according to the topics indicated in this scheme. Major topic areas include social science applied to: (1) forestry at large; (2) forestry's productive agents; (3) forest production; (4) manufacturing; and (5) to marketing, trade, and demand for forest output. Each entry includes citation number, author(s), title, source, year, number of pages, and a code related to specific sections in the subject-matter classification scheme. In addition, if the publication is not in English, the language used is indicated. Brief annotations are provided for most entries. An author index and subject index are also provided. It is recommended that the subject index be used in conjunction with the subject-matter classification scheme to locate specific citations. (JN)

*Vetter, Betty M.*
Opportunities in Science and Engineering. A Chartbook Presentation.
**Scientific Manpower Commission, Washington, D.C.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 82
GRANT- SPI-81-60172
AVAILABLE FROM- Scientific Manpower Commission, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Non-Print Media (100) Numerical/Quantitative Data (110)
DESCRIPTIONS- Charts; Degrees (Academic); *Employment Opportunities; *Employment Projections; *Engineering; Engineering Education; Engineers; Females; Higher Education; Labor Force; *Labor Needs; Labor Supply; Salaries; *Science Careers; Science Education; *Sciences; Scientists; Unemployment

Provided in this document are full-page charts (with accompanying text) for use in a basic presentation on present and projected career and employment opportunities in the various fields of science and engineering. The material is designed for college students and individuals planning to re-enter the labor market in science or engineering, as well as for policy makers, science teachers, placement specialists, counselors, and other advisors of students. The charts, which may be photocopied as transparencies or handouts or photographed for slides, are organized into four major sections: supply of scientists and engineers (6 charts); demand for scientists and engineers (13 charts); future supply of and demand for scientists and engineers (12 charts); and summary and conclusions (5 charts). In addition, 22 data tables are included in an appendix. Although the information included in the charts emphasizes the growing participation of and opportunities for women in science and engineering fields, it is equally relevant for mixed groups. Any segments may be omitted as desired by a speaker, to fit particular audiences, and additional information may be added in any field by utilizing the appendix tables. (JN)

ED 230 414 SE 041 614

*England, J. Merton*
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
**National Science Foundation, Washington, D.C.**
REPORT NO.- NSF-82-24
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTIONS- College Science; Federal Aid; Federal Legislation; *Federal Programs; Government Role; Higher Education; *Organizational Objectives; Peer Evaluation; *Policy Formation; Program Administration; *Program Development; Science Education; *Science Education History; Science Programs; *Scientific Research; Secondary Education; Secondary School Science
IDENTIFIERS- *National Science Foundation; Science Policy

Provided in this book is a legislative and administrative history of the National Science Foundation (NSF) during its formative years (1945-57). The 15 chapter book is organized into three parts. Part 1 ("The Long Debate, 1945-50") narrates the legislative history of the Foundation's creation. Part 2 ("Beginning, 1950-54") discusses the appointment of NSF's first board, director, and staff; their early decisions on research and fellowship programs and means of administering them; and conflict over the agency's policy responsibility, culminating with the issuance of Executive Order 10521 in which NSF's duties and role in policy development and evaluation were defined. Part 3 ("Cold War Growth, 1954-57"), beginning approximately with the executive order and ending, again approximately, with the orbiting of the first Soviet Sputnik in October 1957, discusses NSF's expanding educational and research programs, including ventures into international cooperation, and the continuing effort to determine the Foundation's role in the making of national science policy. The text of Executive Order 10521 concerning government scientific research, excerpts from an interview with William E. Benson (June 12, 1975) on peer review in the earth science program, and NSF organizational structure (1950-57) are included in appendixes. Technical notes, glossary, and subject index are also included. (JN)

ED 230 415 SE 041 909

*Hiebert, James; Wearne, Diana*

Students' Conceptions of Decimal Numbers.

**Delaware Univ., Newark.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 83
GRANT- SPE-8218387
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cognitive Processes; *Decimal Fractions; Educational Research; Elementary Secondary Education; Interviews; *Mathematical Concepts; *Mathematics Education; *Mathematics Instruction; Number Concepts; Testing
IDENTIFIERS- *Mathematics Education Research

Decimal numbers have become an increasingly important topic of the elementary and junior high school mathematics curriculum. However, national and state education assessments indicate that students have incomplete and distorted conceptions of decimal numbers. This paper reports initial data from a two-year project designed to elicit and describe students' understanding of decimals. Students in grades 3, 5, 7, and 9 were given written tests and interviewed individually on a variety of decimal tasks. Of primary interest here are tasks that considered decimals as (1) quantities that have value; (2) extensions of whole numbers; and (3) equivalents of common fractions. Results indicate that students perceive decimals primarily as symbols upon which to perform syntactic maneuvers. Although many students have significant hidden understandings, they rarely connect these with the procedural rules they have memorized. (JN)

*Wilson, Bruce L.; And Others*

Effect of Task and Authority Structures on Student Task Engagement.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Observation Techniques; *Classroom Techniques; *Contingency Management; Educational Research; Elementary Education; *Elementary School Mathematics; Grade 3; Grade 4; Low Achievement; *Management Systems; Mathematics Instruction; *Teaching Methods; *Time on Task
IDENTIFIERS- *Mathematics Education Research

This study examines the effects of task arrangements and management systems on student engagement rates. It is argued that the complexity of classroom arrangements influences the form and content of management systems, and that management decisions impact levels of student engagement. Intensive observation of 63 third and fourth grade students receiving bilingual education instruction under a federal Title VII grant and their teachers from nine California mathematics classrooms over a six-month period are the data source. The results provided partial confirmation of the hypothesized relationships. In low-complexity classrooms, engagement was related to one aspect of management, the offering of instructional explanations. In high-complexity situations engagement was positively associated with the management strategy of developing lateral relations. The paper concludes with implications for research concerning the contribution of organizational theory to classroom studies and for practice concerning the question of how strategies for management of classrooms can be adjusted to best suit the materials being presented. (JN)

ED 230 417 SE 041 912

*Hershey, John T.; Hershey, Kirk Emerson*
1982-1983 Update. The Sourcebook. Learning by Design.
**American Inst. of Architects, Washington, D.C.**
PUB DATE- 83
AVAILABLE FROM- American Inst. of Architects, 1735 New York Ave., NW, Washington, DC 00006-5292.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Architecture; Elementary School Science; Elementary Secondary Education; *Environmental Education; Higher Education; Human Resources; *Information Sources; Interdisciplinary Approach; *Learning Activities; *Program Descriptions; *Resource Materials; Science Education; Secondary School Science

This update of the "Learning by Design" Sourcebook expands the previous compilation of resource information and materials on environmental education projects, curriculum materials, books, people, and organizations. It, like the original sourcebook, is divided into four sections: (1) models--presenting basic features, descriptions, and historical development of and sample activities from exemplary environmental education programs; (2) resources--containing descriptions, representative illustrations, and sample activities from commercially available publications; (3) bibliography--containing annotated entries on various topics; and (4) networks--presenting lists of people/organizations involved in environmental education. Additions to the models, resources, and bibliography sections, and a completely new network section are provided, together with instructions on how to incorporate them into the existing sourcebook. Four additional models, 10 additional resources (and a new index for this section, reflecting the addition of these items), additional bibliography pages, and a completely new network section (replacing the current section) are included. Forms for making suggestions for future entries for each of the sections are also included. (JN)

ED 230 418 SE 041 913

*Howe, Trevor G.; Gerlovich, Jack A.*
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982.
PUB DATE- 5 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Bachelors Degrees; *Employment Patterns; Masters Degrees; Mathematics Education; *Mathematics Teachers; National Surveys; Science Education; *Science Teachers; Secondary School Mathematics; *Secondary School Science; Secondary School Teachers; Teacher Employment; *Teacher Shortage; *Teacher Supply and Demand

Provided are results of a study (which is replicated annually) designed to identify specific areas of science and mathematics teacher supply/demand inconsistencies in the State of Iowa. Data are summarized on the number of graduates from teacher education institutions in Iowa completing preparation for a teaching certificate for the years 1970-82. Additional data (in table format) are provided for the years 1973-74 and 1978-79 on science teacher distribution by subject area taught, educational background, and school district size, and on teachers (by subject area and school district size) with undergraduate/graduate majors in their area of teaching responsibility. Major findings indicate a decline in mathematics/science teacher supply from 1970-82, a change in the job market due to competition in hiring from business and industry, critical shortages in sciences (especially earth science, physics, and chemistry) and mathematics, and serious long range consequences of continued critical shortages on the total educational system. Also presented are results of a national telephone survey on the estimated supply of secondary biology, chemistry, physics, general science, earth science, and mathematics teachers by state (1980-1982). (JN)

ED 230 419 SE 041 914

*Gerlovich, Jack*
Methods for Addressing Creation/Evolution Controversies in Iowa Schools.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Creationism; Educational Policy; *Elementary School Science; Elementary Secondary Education; *Evolution; *Position Papers; Public Schools; *Religious Factors; Science Curriculum; Science Education; Science Instruction; *Secondary School Science
IDENTIFIERS- Iowa

Three papers are provided to assist local school districts and legislators in developing their positions when addressing creation/evolution controversies in Iowa schools. "Creation, Evolution and Public Education: The Position of the Iowa Department of Public Instruction (DPI)" presents the consensus of opinions of national and Iowa theologians, church leaders, scientists, science educators, teachers, and philosophers surveyed and/or interviewed in 1978-79. The paper delineates the controversy, defines science, defines evolution, and then delineates the position of the DPI. "Position Statement on the Creation/Evolution Controversy from the Iowa Council of Science Supervisors" discusses the responsibilities of science educators as interpreters of science, not generators of new scientific knowledge, indicating that they must lean toward the scientific community to delineate science content and settle conflict between competing paradigms (creation/evolution). "Statement of the Position of the Iowa Academy of Science on the Status of Creationism as a Scientific Explanation of Natural Phenomena" communicates the strong opposition of this body to introducing "scientific creationism" into science classrooms. An introduction highlighting and summarizing the three papers, 157-item bibliography, and list of four instructional materials on evolution are included. (JN)

ED 230 420 SE 041 915

*Gerlovich, Jack*
A Tool for Assessing and Revising the Science Curriculum. Revised Edition 1982.
**Iowa State Dept. of Public Instruction, Des Moines.**
PUB DATE- Jun 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Educational Philosophy; Elementary School Science; Elementary Secondary Education; Guidelines; *Science Curriculum; *Science Education; Secondary School Science

This document, jointly developed by the Iowa Department of Public Instruction and a committee of the Iowa Council of Science Supervisors, is designed to encourage and aid local schools in assessing and revising their science curriculum on a continuous basis. Included are: (1) a schedule for conducting a science curriculum assessment and/or revision; (2) a model for assisting schools in developing their science philosophy, goals, and objectives; and (3) recommendations for levels at which suggested objectives are introduced, emphasized, and maintained. Also included are references and, in an appendix, an instrument for matching local science curriculum needs to available science programs. (JN)

# DOCUMENT RESUME

ED 230 421 SE 041 916

*Zetterberg, J. Peter, Ed.*
Evolution versus Creationism: The Public Education Controversy.
REPORT NO.- ISBN-0-89774-061-0
PUB DATE- 83
AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ, 85004 ($37.50).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTIONS- Biology; Controversial Issues (Course Content); *Creationism; Earth Science; *Evolution; Federal Legislation; Paleontology; *Religious Factors; *Science Education; *Science Instruction; Secondary Education; Secondary School Science; *State Legislation

The University of Minnesota organized a conference ("Evolution and Public Education," December 5, 1981) to help clarify issues in the creation/evolution controversy and to examine arguments of the proponents of scientific creationism. This six-part book, a revised version of a resource manual compiled for the conference: (1) discusses the theory of evolution and its place in science education; (2) examines the creationist movement; (3) states the position of scientific creationists; (4) responds to creationists' arguments against evolution; (5) explores legal issues in the controversy; and (6) provides some perspectives on attempts to treat the Genesis creation account as science. The fifth section, on legal issues, includes Judge Overton's decision striking down the Arkansas Creationism Act, as well as pieces of legislation which reveal the changing tactics of creationists, who first sought to ban the teaching of evolution in the 1920s, then sought equal time for biblical creationism in the late 1960s and early 1970s, and now seek a two-model approach to earth science/biology teaching (evolution as one model, scientific creationism as the other). A comprehensive bibliography lists most of the important works that directly address the controversy, as well as many publications on the philosophy of science and faith issues. (JN)

ED 230 422 SE 041 917

*Jagacinski, Carolyn M.; And Others*
Engineering Careers: Women in a Male-Dominated Field.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 83
GRANT- SED-79-19613
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; Educational Background; Employee Attitudes; *Employment Level; Engineering Education; *Engineers; *Females; Higher Education; *Job Satisfaction; Minority Groups; National Surveys; Occupational Surveys; Participant Characteristics; Science Education; *Sex Differences

Responses from a national survey of engineers were used to compare background and career characteristics of male/female engineers (N=1961) differing in number of years since completing the bachelor of science degree (5 or less, 6-10, 11-15, 16-20 years). Findings indicate that parents of women engineers were more likely to hold college degrees and to be employed in professional positions than were the parents of male engineers. Among those who had received their degree more than 5 years ago, more women than men had obtained advanced degrees. Younger engineers/men made their decision to pursue engineering sooner than did older engineers/women. Work-related factors were rated as most important in influencing decisions to pursue engineering degrees. While men and women reported comparable levels of technical responsibility in current jobs, women reported lower levels of supervisory responsibility and lower salaries than did men, the descrepancy most apparent among engineers receiving the bachelor of science degree more than 10 years ago. Women also rated their jobs lower than did men on career advancement opportunities and were less satisfied with progress made in their careers. However, the vast majority reported satisfaction with current jobs, with older engineers reporting greater satisfaction than younger engineers. (Author/JN)

ED 230 423 SE 041 918

*Zeitoun, Hassan Hussein*

Teaching Scientific Analogies: A Proposed Model.

PUB DATE- Jul 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Cognitive Processes; Elementary School Science; Elementary Secondary Education; *Learning Processes; *Models; *Schemata (Cognition); Science Education; *Science Instruction; *Secondary School Science; *Teaching Methods
IDENTIFIERS- *Analogies

Cognitive psychologists have recently alluded to the role analogies might play in learning unfamiliar topics. However, since the use of analogies in science teaching has not been adequately addressed, analogies mean different things to different people. Therefore, a model for the teaching of scientific analogies is proposed. A theoretical framework for "The General Model of Analogy Teaching" (GMAT) is provided first, followed by a detailed description of the model. Points covered in the framework include: (1) definition of the analogy; (2) analogical learning; (3) variables related to analogical learning; (4) evaluating the outcomes of analogical learning; and (5) limitations of using analogies in teaching. The nine GMAT stages described include: measuring some of the students' characteristics related to analogical learning in general; assessing students' prior knowledge about the topic to be taught; analyzing the learning material; judging the appropriateness of the analogy to be used; determining the characteristics of the analogy to be used; selecting the instructional strategy and medium of presenting the analogy; presenting the analogy to students; evaluating the outcomes of using the analogy in teaching; and revising the stages of the model. (Author/JN)

ED 230 424 SE 041 919

*Sutton, Clive; West, Leo*
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982).
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- College Science; *Concept Formation; *Elementary School Science; Elementary Secondary Education; Epistemology; Higher Education; Learning Theories; Physical Sciences; *Research Methodology; Schemata (Cognition); Science Education; *Science Instruction; *Scientific Concepts; *Secondary School Science
IDENTIFIERS- Misconceptions; *Science Education Research

There has been a marked increase in recent years in research studies of the alternative "frameworks of thought" that learners bring to the interpretation of what they meet in school science. Provided are summaries of papers and discussions from a meeting which critically reviewed the methods being used in such research and their theoretical basis. The first section contains summaries of 14 papers which address various issues related to students' existing ideas about science. Sources for obtaining each entire paper and/or references are included. The second section discusses the range of methods used and the variation in intention guiding these inquiries, including the type of representation of results used and the learning theory or theories that the researcher believes. Presented in the third and fourth sections respectively are discussions on the origins of students' alternative conceptions and the value of these studies. (JN)

ED 230 425 SE 041 920

*Weisz, Diane; Kruytbosch, Carlos*
Studies of Scientific Disciplines. An Annotated Bibliography.
**National Science Foundation, Washington, D.C.**
REPORT NO.- NSF-83-7
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Citations (References); Engineering; Ethics; Financial Support; Graduate Study; Higher Education; *Intellectual Disciplines; Mathematics; *Natural Sciences; Productivity; Professional Associations; Professional Recognition; Researchers; *Research Methodology; *Social Science Research; *Social Sciences; Social Stratification
IDENTIFIERS- *Career Patterns; National Science Foundation

Provided in this bibliography are annotated lists of social studies of science literature, arranged alphabetically by author in 13 disciplinary areas. These areas include astronomy; general biology; biochemistry and molecular biology; biomedicine; chemistry; earth and space sciences; economics; engineering; mathematics; physics; political science; psychology; and sociology. In addition, each area is cross-indexed by 23 topics of social and organizational interest, permitting users to make quick reference to the range of topics studied within a disciplinary area, as well as to the range of disciplines in which a topic has been explored. Index words in parentheses indicate the principal topics examined in each item. Each of the 285 annotations briefly describes the focus of the book or article and makes note of the data and methods used in the study. In cases where an item deals with more than one discipline, a full annotation appears only once, and subsequent entries refer back to the full annotation. The bibliography concludes with a short section of conceptual and methodological studies with general relevance to the study of disciplines. An index of topics, glossary, and a matrix which classifies the distribution of annotations by discipline and topic are provided at the end of the bibliography. (JN)

ED 230 426 SE 041 921

Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office.

**Congress of the U.S., Washington, D.C. House Committee on Education and Labor.**

REPORT NO.- House-R-97-933(Part 2)
PUB DATE- 3 Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- *Cost Estimates; *Educational Improvement; *Engineering Education; *Federal Legislation; Federal Programs; *Mathematics Education; *Science Education; Second Language Programs; Technical Education; Technology
IDENTIFIERS- Congress 97th; *Proposed Legislation

Provided is a report on the Science and Mathematics Education Improvement Act (H.R. 7130). The bill establishes a broad range of programs to: (1) expand and stimulate the engineering, scientific, and technical workforce; (2) strengthen elementary/secondary programs in mathematics, science, and foreign languages; and (3) increase teacher supply and qualifications in mathematics and science. The report includes a summary of the bill, legislative consideration, background and need for the legislation, provisions of the bill, cost estimate of the Congressional Budget Office, statements related to oversight and inflationary impact, a section-by-section analysis of those sections amended or added by the Committee on Education and Labor, and a statement indicating no changes in existing law made by the bill, as reported. (JN)

ED 230 427 SE 041 922

*Barile, Diane*
Man Meets Coast. A Game of Coastal Issues.
**Florida Univ., Gainesville. Florida Sea Grant College Program.**
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
PUB DATE- Jul 82
GRANT- 04-8-M01-76
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTIONS- *Citizen Participation; *Decision Making; *Ecology; Educational Games; *Environmental Education; Land Use; Oceanography; Physical Environment; Policy Formation; *Role Playing; Secondary Education
IDENTIFIERS- *Coastal Zones; *Marine Education

Provided is an educational game in which 30 to 75 players temporarily assume new identities to explore and resolve various coastal issues facing a ficitious community. Designed for both adults and junior/senior high school students, the game: (1) demonstrates the interrelationship between the natural marine environment and human systems; (2) teaches about coastal processes and resources by focusing attention on benefits and vulnerabilities of these systems; and (3) provides an opportunity to become involved in decision-making in situations related to management of coastal resources. The game, which takes approximately 90-120 minutes, proceeds from neighborhood meetings of common interest groups (fishermen, developers, conservationists, tourists, and others) and concludes in a county commission hearing to decide policies regarding such common issues as fishing in canals, dredging of a ship channel, and coastal water supply regulation. Game instructions, player materials (provided in four appendixes), and a cartoon booklet ("Man Meets Coast") are included. (JN)

ED 230 428 SE 041 923

Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (April 27, 29, 1982).

**Congress of the U.S., Washington, D.C. House Committee on Science and Technology.**

PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Educational Improvement; Elementary Secondary Education; *Engineering Education; *Federal Aid; *Federal Legislation; Financial Support; Government Role; Hearings; Higher Education; *Industry; *Labor Force; Manufacturing; Mathematics Education; Policy Formation; School Business Relationship; *Science Education; Technological Advancement; Technology
IDENTIFIERS- Congress 97th; *Proposed Legislation

Provided are hearings on the H.R. 5254 (National Engineering and Science Manpower Act of 1982). The purpose of this legislation is to establish a national policy which will insure an adequate supply of scientists and engineers necessary to meet the needs of the United States in the future. Testimony was presented by John Glenn (U.S. senator from Ohio), Edward David (Exxon Corporation), James Rutherford (American Association for the Advancement of Science), Eugene Zwoyer (American Association of Engineering Societies), Delbert Tesar (engineering professor), Charles S. Robb (Governor of Virginia), Ike Skelton (congressman from Missouri), Douglas Pewitt (Office of Science and Technology, Executive Office of the President), Sheldon L. Glashow (physicist, Harvard University), and Reena Beth Gordon (a Westinghouse scholar, providing a student's perspective on the improvement of precollege science/mathematics education). The testimony addressed various issues in support of the legislation, including current engineering faculty shortages, the need for scientific/technical manpower to operate in a technologically-based society, foreign competition, problems in secondary science/mathematics education, and others. In addition, current and future prospects for resolving the problem were addressed, including government/school industry cooperative efforts. (JN)

ED 230 429 SE 041 927

Inventory of Data Sources in Science and Technology. A Preliminary Survey.

**International Council of Scientific Unions, Paris (France).**

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ISBN-92-3-102048-X
PUB DATE- 82
AVAILABLE FROM- Unipub, P.O. Box 433, Murray Hill Station, New York, NY 10157 ($18.75 plus handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTIONS- Data; *Databases; Developing Nations; Energy; Environmental Education; Fertilizers; Foreign Countries; *Information Centers; Information Services; *Nutrition; Pesticides; Physical Environment; *Sciences; Soil Conservation; *Technology; *Water Resources

Provided in this inventory are sources of numerical or factual data in selected fields of basic science and applied science/technology. The objective of the inventory is to provide organizations and individuals (scientists, engineers, and information specialists), particularly those in developing countries, with basic data sources relevant to their scientific or technological problems. The inventory is divided into seven sections: renewable energy sources; fertilizers; hydrological sciences and water resources; nutrition; pesticides; soil science; and science/technology (in general). Each section includes a discussion of scope and extent of sources surveyed, a list of institutions (data centers and referral centers) by country, and a list of published data sources (including compilations and guides which assist in locating data). Institutional entries include: name/nature of institution; director; center's purpose; parent/sponsoring bodies; description of data covered, including general areas of application (basic/applied science or technology), specific areas of application (specific keywords describing data covered by the center), and origin of data (whether data is collected and/or produced by the center); means of data dissemination; dissemination language(s); and center services. A general alphabetical index of institutions, an index of centers listed alphabetically by country, an alphabetical index of persons, and an alphabetical subject index are included in the appendices. (JN)

ED 230 430 SE 041 928

*Greene, H. David; And Others*

Aquatic Activities for Youth.

**New York Sea Grant Inst., Albany, N.Y.**
PUB DATE- May 80
AVAILABLE FROM- Youth Coastal Education Program, 21 South Grove St., East Aurora, NY 14052 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Animals; Dietetics; Elementary School Science; Elementary Secondary Education; *Entomology; Environmental Education; *Ichthyology; Interdisciplinary Approach; *Learning Activities; *Science Activities; Science Education; Secondary School Science; Simulation; Water; *Water Resources
IDENTIFIERS- *Aquariums; *Marine Education; Recipes (Food); Ropes

Designed to meet the diverse educational needs of youth groups, this aquatic program consists of eight individual lesson units, each devoted to one aspect of the aquatic world. Unit topics include: fish aquariums; raising earthworms; simulation of coastal planning; entomology and water; rope; calculating stream flow; saltwater aquariums; and fish in the diet (providing fish recipes and information on buying/storing fish). Activities in each unit may be done by special interest clubs, school clubs, or in school science classes. In addition, the activities can be used for year-long projects. A short leader's guide is also provided. The guide lists names and types of organizations that may help in developing the program and suggests additional activities to supplement those in the eight units. (JN)

ED 230 431 SE 041 929

*de la Mothe, John R.*
Unity and Diversity in STS Curricula.
PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- College Curriculum; *College Science; Educational Objectives; Environmental Education; Higher Education; *Interdisciplinary Approach; *Program Descriptions; *Research Methodology; *Science Curriculum; Science Education; Social Influences; *Technology
IDENTIFIERS- *Science and Society

The study of science, technology, and society (STS) has, over the past decade, become established in Great Britain, Canada, and the United States as the fastest growing area of teaching and research in institutes of higher education. While it is reasonable to describe STS as an important socio-educational movement, it is thematically erroneous to think of it as a "discipline" of study. Therefore, the unity and diversity of STS is considered by discussing the nature of the field as well as by pointing out trends and problems within STS, and its importance to education and society. Included in the discussion of trends and problems are summaries of five STS interdependent research themes (humanistic, relativistic, reflexive, de-simplifying, and normative tendencies) and a list of three major impediments affecting the field. (JN)

ED 230 432 SE 041 930

Clean Community System Multi-Material Recycling Manual.
**Keep America Beautiful, Inc., New York, N.Y.**
PUB DATE- 83
AVAILABLE FROM- Keep America Beautiful, Inc., 99 Park Avenue, New York, NY 10016 ($25. plus handling costs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTIONS- *Citizen Participation; *Community Programs; Environmental Education; *Program Development; *Recycling; Waste Disposal; *Wastes

This manual is designed to assist communities in recycling the greatest possible volume of materials in ways which will: (1) benefit the local economy; (2) encourage cooperation between public and private sectors; and (3) prove valuable to municipal and county sanitation services. The manual is divided into five sections. Section 1 lays out the "why" of recycling: the positive impact on energy conservation, savings in landfill space, potential income for recycling groups, and other benefits. Section 2 discusses how and why the Clean Community System (CCS) is appropriate to recycling. Section 3 discusses program development, addressing how to identify markets, how to establish collection practices, and how to gain public support. Section 4 states considerations for the actual recovery of such materials as aluminum, paper, glass, plastics, and steel. It also includes a section on composting of household wastes. The final section of the manual includes appendices. The first is an outline for creating a recycling center, based on Owen-Illinois' "Recycling Station," the first theme-center for recycling, where graphics and equipment tie into a railroad motif. Other appendices include a glossary, recycling equipment suppliers, recycling organizations, and a list of Keep America Beautiful members and background on the CCS. (JN)

ED 230 433 SE 041 931

The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session. Serial E.

**Congress of the U.S., Washington, D.C. House Committee on Science and Technology.; Library of Congress, Washington, D.C. Congressional Research Service.**

PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Administration; Administrative Organization; *Administrative Policy; Annual Reports; Budgeting; *Committees; Federal Legislation; Federal Programs; *Governing Boards; Government Publications; Government Role; *Policy Formation; Research; *Science Education; Scientific Research; Technology
IDENTIFIERS- Congress 98th; *National Science Board; *National Science Foundation; Science Policy

This document provides the first comprehensive, in-depth review of the National Science Board (NSB), the governing board of the National Science Foundation (NSF). The report, which covers the period 1968-1980, includes a detailed picture of how the Board sought to define and exercise its role in policy matters (such as support for basic/applied research and science education) and in management matters (such as budget formulation, the agency's internal organization structure, and the Board's relationship to the NSF director). The Board is today the only prominent survivor of the concept that government science is best managed by giving such a board of part-time, outside advisors a strong policy and management role. For Congress, the fundamental question is whether the continuation of that role will best serve the national needs and interests in the future, or whether a modified or alternate statutory arrangement will be more advantageous for the country in coming years. The report, which has led to the identification 13 major issues of potential congressional concern (including NSB role, NSB role in budget process and basic research, attention to science education, policy versus management roles, programs approval function, and others), provides information and analysis to assist Congress in forming their views on that question. (JN)

ED 230 434 SE 041 932

*Hilton, Wallace A.*
Physics Demonstration Experiments at William Jewell College. Revised Edition.
**American Association of Physics Teachers, Washington, D.C.**
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- Jun 82
AVAILABLE FROM- American Association of Physics Teachers, Publications Department, Graduate Physics Building, S.U.N.Y., Stony Brook, NY 11794.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Acoustics; *College Science; *Demonstrations (Educational); *Electricity; *Heat; Higher Education; Mechanics (Physics); Nuclear Physics; Optics; *Physics; Science Education; *Science Equipment; Science Experiments
IDENTIFIERS- William Jewell College MO

Presented are descriptions (with photographs) of demonstration equipment purchased, assembled, developed, and used at William Jewell College (Missouri) during the past 25 years. The descriptions are organized into the following topic areas: (1) mechanics; (2) heat; (3) waves, sound, and acoustics; (4) electricity; (5) optics; and (6) atomic and nuclear physics. This arrangement follows closely the freshmen-level text by Harvey E. White ("Modern College Physics") and is related to the sophomore-level text by F. M. Sears and M. W. Zemansky ("University Physics"). However, many of the demonstrations presented may be used with any one of the good freshmen/sophomore-level college physics textbooks currently available. (JN)

ED 230 435 SE 041 933

*Peterson, Bruce; Sullivan, Mary Jane*
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
**Southern Illinois Univ., Carbondale.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Dec 82
GRANT- SPI-8104911
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Curriculum Development; *Disabilities; *Ecology; *Environmental Education; High Schools; Program Descriptions; *Program Evaluation; Residential Programs; *Science Activities; Science Education; Science Instruction; Secondary School Science; *Summer Science Programs
IDENTIFIERS- National Science Foundation

A residential instructional program was developed which provided two 2-week institutes for handicapped students during the summer of 1982. Recognizing that most of these students are mainstreamed and do not take science laboratory courses, the program focused heavily on the outdoor laboratory setting at an environmental center. In addition, mindful of the attitudinal, informational, and communicative barriers experiences by these youngsters, a curriculum was chosen which minimized these barriers as much as could be practicable. The program was designed to give students optimal exposure to concrete examples of theory while minimizing the amount of time spent in lecture and textbook study. This document discusses: (1) program philosophy/objectives, participant selection, and instructional staff/counselor training; (2) the curriculum and specialized adaptations; (3) the recreational program; (4) evaluation (including pre-/post-test and student/staff evaluation); (5) assessment of outcomes; and (6) dissemination efforts. Provided in the curriculum section are lecture/film outlines, abstracts of environmental/ecological activities used, with complete copies of selected activities (including grade level(s), goals,

concepts/skills fostered, behavioral objectives, background information, and instructional strategies). Supporting documentation (including pre/post tests, staff evaluation forms, and handouts distributed at inservice workshops) is included in appendixes. Evaluation results indicate that the program was successful in meeting its objectives. (JN)

# DOCUMENT RESUME

ED 230 436 SE 041 934

*Griffith, Stafford; Williams, Eugenie*
Environmental Education Manual. Teacher's Guide to Environmental Education.
**Caribbean Conservation Association, The Garrison, Barbados.**
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C.
PUB DATE- Oct 82
GRANT- AID/DSAN/XII-G-0164
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- *Air Pollution; *Conservation (Environment); Conservation Education; *Ecology; *Environmental Education; Foreign Countries; Forestry; Land Use; Natural Resources; Oceanography; Secondary Education; Soil Conservation; *Water Pollution; *Wildlife
IDENTIFIERS- *Barbados; Marine Education; Natural Disasters

This five-unit volume is intended for use principally as a guide to the teaching of environmental education in upper secondary schools in Barbados. Topic areas of units include: (1) the environment and environmental conservation; (2) erosion/conservation and land use/misuse; (3) destruction/protection of wildlife and the importance, destruction, and conservation of vegetation; (4) water pollution/management, air pollution and preventative measures, and destruction and preservation of the marine ecosystem; and (5) natural disasters and their effects on the environment. Provided for each unit are an introduction (giving an overview of unit subject matter), a list of general objectives, a list of concepts (major generalizations or subject matter to be learned), a list of materials/equipment needed, a list of subject areas to which the unit may be correlated, and lesson plans. Lesson plans suggest ways in which various aspects of the unit may be taught. They are divided into the following areas: specific objectives, learning activities, assignments, and evaluation methods. Also provided is an appendix containing maps and other resource materials which teachers may find difficulty in obtaining. (JN)

ED 230 437 SE 041 935

*Shell, Kevin D.; And Others*
Interest Profiles of Professional Engineers.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
GRANT- SED79-19613
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Career Choice; Employment Experience; Employment Level; Engineering Education; *Engineers; Ethnic Status; Higher Education; *Interest Inventories; Interest Research; *Interests; Science Education; *Sex Differences; Vocational Interests
IDENTIFIERS- National Science Foundation; *Strong Campbell Interest Inventory

The Strong-Campbell Interest Inventory (SCII) has been the most extensively used and researched interest inventory with college graduates. The present research focused on the use of the SCII in occupational counseling of prospective engineering students or of professionals. Specific objectives were to identify an interest profile of engineers using the revised SCII (Campbell & Hansen, 1981), to compare/contrast interest profiles of meaningful subgroups of engineers, classified according to sex, ethnic background, current career field, level of career satisfaction, and number of years since obtaining the bachelor's degree, and to examine the extent to which standard score means of independent samples on the SCII's two "Engineer" scales differ from the means of their respective norm samples. Data were collected from 488 engineers (174 females and 314 males). Results indicate that the "typical" engineer is a composite of rather heterogeneous groups of engineers and that SCII scales have a major utility for differentiating engineering specialities and for counseling potential engineers. Sex, career field, satisfaction, and experience differences were also found, indicating that although engineers tend to differ from non-engineers in interests, major subgroup differences within the engineering profession also occur. (JN)

ED 230 438 SE 041 936

*Dyer, Sharon E.*
Science and Engineering Doctorates: 1960-81. Special Report.
**National Science Foundation, Washington, D.C.**
REPORT NO.- NSF-83-309
PUB DATE- Feb 83
AVAILABLE FROM- National Science Foundation, Washington, DC 20550 (Single copies free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTIONS- Citizenship; *College Science; *Doctoral Degrees; *Employment Patterns; *Engineering; Engineering Education; Higher Education; *Mathematics; Science Education; *Sciences; Sex Differences; Statistical Surveys
IDENTIFIERS- National Science Foundation

Detailed statistical data on earned doctoral degrees for 1960-1981 are presented for science/engineering (S/E) fields, although non-S/E fields (such as the humanities) are represented. These data are reported in 1C charts and 15 tables. In addition to total S/E doctorates earned, data in charts address major field, sec, racial/ethnic identity for 1975 and 1981. citizenship status, trends in academic employment commitments, postgraduation employment commitments by sector, proportion of new doctorates employed within field of degree, and proportion of new doctorates obtained in same fields as that of baccalaureate. Among the data included in tables are: new doctorates by subfield and sex, by subfield and citizenship, by subfield and race; median age of doctorates by major field and sex; distribution on non-U.S. citizens by country of citizenship and major field; median-lapsed time between receipt of baccalaureate and doctoral degree; field-switching between baccalaureate and doctoral degree by field; doctoral distribution by state of Ph.D.-granting institution, major field, sex; distribution of doctorates conferred at top 100 doctorate-producing institutions by field and sex; distribution of doctorates by state of high school last attended and state of doctorate-granting institution; top 300 baccalaureate institutions of doctorates by major field; and new doctorates with definite postgraduation employment/study commitments by major field and citizenship status. (JN)

ED 230 439 SE 041 937

A Roundup of Country Reports on Environmental Education.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Developing Nations; Elementary Secondary Education; *Environmental Education; *Foreign Countries; Higher Education; Interdisciplinary Approach; *Nonformal Education; *Program Descriptions; *Program Development; *Teacher Education; Teaching Methods
IDENTIFIERS- Environmental Education Research

Provided are reports on environmental education prepared by participants for the international meeting of experts convened by Unesco in the framework of the 1982 International Environmental Education Programme. The reports are considered to be part of the world-wide survey on environmental education (EE) needs and priorities of member states conducted by Unesco for the same expert meeting. Reports include those of African countries (Senegal and Sierra Leone), Arab States (Egypt), Asian countries (India and Japan), Europe-North American countries (Bulgaria, West Germany, and Finland), and Latin American countries (Costa Rica). Topics and areas addressed include formal and nonformal EE programs, program development, teacher education, environmental education research, and environmental education activities unique to specific countries. Among the information provided in the Costa Rica report are descriptions of five Environmental Education Programme units (divisions): publication unit; Environmental Information and Documentation Center; training unit; forestry unit; and environmental communications unit. (JN)

ED 230 440 SE 041 938

*Bode, Robert W.*
Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452.
**New York State Dept. of Health, Albany.; New York State Museum, Albany.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTIONS- *Animals; *Biology; *Classification; *Ecology; *Entomology; Scientific Research; Wildlife
IDENTIFIERS- *Larvae

"Eukiefferiella" and "Tvetenia" are closely related genera belonging to the subfamily Orthocladiinae within the Chironomidae, a family of non-biting midges. All known larvae in these genera are aquatic, being found predominantly in running water. Most species prefer cold, swift-flowing, well-oxygenated streams. Although larvae and pupae of these genera are commonly encountered in streams surveys, there is little information on their taxonomy and ecology in the North American literature. This bulletin is an attempt to subdivide these large and ecologically diverse genera into 12 species groups (groups of similar species). For each group, photographs and distinguishing characteristics are provided to allow positive group identification of the larvae. Taxonomic and ecological discussions are also provided for each group. An historical review, key to species groups presented, comments on the format used in the bulletin, a cladogram illustrating possible phylogenetic relationships within the genera based on larval morphological characters, and a discussion of the methodology employed (including collecting/mounting techniques) are included. (JN)

ED 230 441 SE 041 939

*Goodman, Paul W.*
Another Educational Problem: Shortages of University Scientific and Engineering Faculty.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- *College Faculty; *College Science; Computer Science; *Engineering Education; Faculty Recruitment; Federal Aid; Financial Support; Government Role; Higher Education; *Industry; Salaries; *School Business Relationship; Science Education; *Teacher Shortage

It is pointed out that there is a desperate need for engineering and computer science doctoral faculty, a need recognized by various schools of science and engineering and by the Federal government. Although the National Science Foundation and other agencies do not see a shortage of college faculty in the other sciences, faculty in some of these colleges of science do indicate that such a shortage will exist at some time in the future. The recognized shortages, and those still unrecognized, stem from the same source: the higher salaries paid to university-trained scientists and engineers at all degree levels by industry. Industry also possesses better research equipment for engineers. Suggestions have been made to have science and engineering schools upgrade themselves, and/or have industry and the Federal government adopt policies that would help these schools accomplish the same purpose. These policies include raising faculty salaries to competitive levels with industry, industry support of faculty workshops, and a tax structure allowing corporations better tax deductions for gifts to universities (including gifts of expensive research equipment). It is suggested that whatever is done must be done quickly since the training of professionals for university faculty positions is a long time affair. (JN)

ED 230 442 SE 042 060

*Loase, John F.; Monahan, Brian D.*
The Relationship Between Academic Requirements and Job Requirements in Computer Science.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *College Mathematics; Competence; *Computer Science; *Educational Background; *Education Work Relationship; Employment Level; Higher Education; *Job Performance; Job Training; *Mathematics; Mathematics Education
IDENTIFIERS- Mathematics Education Research

This study explored the relationship between mathematical competency (mathematics training received in college) and mathematics computer specialists use on the job. The study was developed based upon an hypothesis that many computer occupations have formal academic requirements for admission and advancement which have an unclear relationship to the actual demands of the job. A survey instrument (included with this report) was mailed to 240 computer scientists at three different employment levels: level 1--employees carrying out orders of supervisors who have little/no role in long-term research and day-to-day decision-making; level 2--middle management supervisors; and level 3-- researchers developing procedures for the future and performing, with minimum supervision, the most creative activities within the occupation. Completed surveys used in analyses included: level 1 (N=24); level 2 (N=29); and level 3 (N=41). Results indicated that coursework taken and the frequency with which the mathematical topics were used were not significantly different for the different levels of practitioners. Results also indicated that although completion of courses in mathematical topics beyond elementary arithmetic serves as one of the most significant factors for job entry and advancement, those topics are rarely used by the majority of computer professionals. (JN)

ED 230 443 SE 042 188

*Burkhardt, Hugh, Ed.*
An International Review of Applications in School Mathematics--the elusive El Dorado.
**ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
CONTRACT- 400-78-0004
AVAILABLE FROM- Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.50).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTIONS- Educational Policy; *Educational Trends; Elementary Secondary Education; *International Educational Exchange; *Mathematical Applications; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- International Assn Evaluation Educ Achievement; *Second International Mathematics Study

Reports from representatives in 12 countries formed the basis of this review of the role and use of applications in mathematics in elementary and secondary schools. The editor provides an overview, drawing in part upon the various reports and adding additional structure to the scope of applications in the curricula. He describes the intent of the report, defines applications, presents the results of a survey to which each country responded, discusses why mathematics teachers avoid applications, and suggests ways we can help teachers use applications. Then follow the reports from Australia, Belgium, Brazil, Great Britain, Canada (Ontario), West Germany, Finland, Israel, New Zealand, Norway, Tanzania, and the United States. Generally, in spite of good intentions and substantial efforts, applications seem to play a small part in the curriculum. Reasons for this are identified and discussed, and current initiatives aimed at changing the situation are described. (MNS)

SO

ED 230 444 SO 014 448

*Netzer, Dick; And Others*

Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 1.

**New York Univ., N.Y. Graduate School of Public Administration.**
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 31 Oct 77
GRANT- RQ0-22-3N
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Budgets; *Cost Effectiveness; Costs; *Cultural Centers; Data; Data Collection; Economic Factors; Expenditures; Feasibility Studies; Financial Support; *Fine Arts; Information Needs; Information Sources; Operating Expenses; Resource Allocation; Social Science Research; Surveys

To assist the National Endowment for the Arts (NEA) in making decisions about the Endowment's future role in the development of new, and improvement of existing, economic data on the arts and cultural institutions, all the existing sources of economic data on the arts were examined and evaluated in detail. A needs survey was also conducted. A sample of arts councils and arts-producing organizations was approached by a mail inquiry and people concerned with the arts were interviewed to find out which existing sources they found helpful. The report begins by describing the characteristics of the data sources examined. Sources included

standard federal statistical series, unpublished data on arts organizations in the files of the NEA, the Internal Revenue Service, the New York State Council of the Arts, data collected by various service organizations, proprietary data on the commercial theater, and major one-time and irregularly recurring surveys. The expressed needs of users of the data, as found in the survey, are discussed; the costs of producing the existing data are examined; and a summary of the cost-effectiveness rankings of the better data sources is presented. Recommendations for data improvements are made. (RM)

ED 230 445 SO 014 449

*Netzer, Dick; And Others*
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 2, Appendix Material.
**New York Univ., N.Y. Graduate School of Public Administration.**
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 31 Oct 77
GRANT- RQ0-22-3N
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Budgets; *Cost Effectiveness; Costs; *Cultural Centers; Data; Data Collection; Economic Factors; Expenditures; Feasibility Studies; Financial Support; *Fine Arts; Information Needs; Information Sources; Operating Expenses; Resource Allocation; Surveys

Provided is the appendix material from a study which examined and evaluated in detail all the existing sources of economic data on the arts and conducted a needs survey of arts councils, arts-producing organizations, and people concerned with the arts to find out which economic data sources, if any, they found useful. The study was conducted to assist the National Endowment for the Arts in making decisions about the Endowment's future role in the development of new, and improvement of existing, economic data on the arts and cultural institutions. The bulk of the appendix material describes in detail the characteristics of each of the 25 economic data sources studied. To ensure coverage of all relevant information and to allow comparisons across series, a set format is followed for each data source description. Information on how each data source collects and disseminates its data and how the data are used is included. Other information provided in the appendices includes project staff, persons and organizations contacted during the study, some responses from the mail survey of users, and a list of criteria against which a data series can be judged to evaluate its effectiveness. (RM)

ED 230 446 SO 014 504

*Scaff, Lawrence A.*
Kant or Marx? Philosophy and the Origins of Social Science.
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Comparative Analysis; Epistemology; Foreign Countries; *Intellectual Disciplines; *Intellectual History; *Philosophy; Socialism; *Social Sciences
IDENTIFIERS- Germany; *Kant (Immanuel); *Marx (Karl); Weber (Max)

The origins of social science as a discipline are analyzed in terms of the German scientific community before 1920, which tended to define itself according to the theories of Karl Marx or Immanuel Kant. Following a brief introduction about the nature of social science debates in intellectual Germany, section 2 of the paper considers whether the distinguishing character of social science was its form or its substance and concludes that the discipline began with a far more substantive element than is generally recognized. Sections 3 and 4 outline differences in neo-Kantian and neo-Marxist social science in terms of epistemology, logical status of concepts, cognitive goal, method, type of ethics, role of philosophy, institutional locus, and audience. Section 5 examines the institutionalization of social science by contrasting establishment social science (created before 1855) and the modernist opposition led by Max Weber after 1855. The principal location, academic position, educational policy, type of research, role of theory, relation to socialism, ideology, relation to centers of political power and professional associations of each are categorized. Section 6 analyzes the modernist opposition in relation to contributors of its official publication, "Archiv." The Kant-Marx debate is characterized as located within the modernist opposition. Section 7 focuses on Max Weber and the politics of scientific activity. (KC)

ED 230 447 SO 014 527

*Slotnik, William J.; And Others*
Organizing a Community School: A Primer for Citizens.
**Newton Community Schools, West Newton, MA.**
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advocacy; After School Programs; *Citizen Participation; *Citizens Councils; Community Education; Community Influence; Community Involvement; *Community Schools; Community Services; Delivery Systems; *Educational Objectives; Fund Raising; Needs Assessment; *Program Administration; Program Evaluation; *Program Implementation; Public Relations; School Community Relationship; Social Networks; Supplementary Education

The organization and implementation of a community school program is discussed under the topics of citizen participation, functions of the community school council, organizational procedures, and coalition building. Community education consists of two components: the provision of a broad diversity of learning opportunities (after-school programs, vocational training, day care centers, etc.) and the direct involvement of citizens in assessing community needs, evaluating services, and advocating community-determined priorities. Citizen participation topics are concerned with purposes, involvement of other citizens, and funding sources. Information on organizing the community school council includes qualifications of members, recruitment of new members, structure, and individual roles. Organizational methods involve conducting informal and formal needs assessments; scheduling, staffing, housing, financing, and publicizing the program; and monitoring and evaluating existing programs. Suggestions for coalition building (establishing relationships among a number of groups, association, and agencies) include a description of programmatic coalitions and communication networks, advocacy, fundraising, and the function and development of informal and formal coalitions. (KC)

ED 230 448 SO 014 528

*Slotnik, William J.; And Others*

Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.

**Newton Community Schools, West Newton, MA.**
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Services.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Advocacy; *Citizen Participation; *Citizens Councils; Community Education; Community Influence; Community Involvement; *Community Leaders; *Community Schools; *Decision Making; Program Development; Program Evaluation; Recruitment; School Community Relationship; *Volunteer Training
IDENTIFIERS- Newton Community Schools MA

Methods for encouraging community involvement and training community volunteers for decision making positions in community schools are described. The functions of community schools are to provide a broad diversity of learning opportunities and to involve citizens in assessing community needs, evaluating services, and advocating community-determined priorities. The manual begins with background information on the Newton (Massachusetts) community school structure, community school committees, the city-wide council, the community school commission, and the central office staff. Subsequent sections discuss community involvement and leadership as well as methods for program review and evaluation. Specific topics include citizen involvement, advisory councils, decision-making councils, internal organization, the staff-community relationship and structure, recruitment, training, program planning, finances, and political and personal frameworks. Evaluation topics include determining the realization of goals, the nature of citizen participation, the effectiveness of citizen involvement, and the feelings of those involved. (KC)

ED 230 449 SO 014 529

*Baron, Joseph S.; And Others*
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects.
**Newton Community Schools, West Newton, MA.**

SPONS. AGENCY- Office of Vocational and Adult Education (ED). Community Education Branch.
PUB DATE- 81
GRANT- G00800670
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Advocacy; *Citizen Participation; Citizens Councils; Community Education; Community Influence; Community Involvement; *Community Schools; Community Services; *Cost Effectiveness; Delivery Systems; Models; *Program Content; Program Descriptions; *Program Effectiveness; Program Evaluation; School Community Relationship; Supplementary Education
IDENTIFIERS- *Newton Community Schools MA

The model, structure, program, and impacts of the Newton (Massachusetts) Community Schools are described as exemplary of community education service delivery. The Newton Community Schools have two components: education of the whole community and the involvement of citizens in program and policy decision-making. Section 1 of the report provides a brief description of the history and demography of Newton. Section 2 describes the model and structure of the Newton Community Schools, which includes the school commission, city-wide council, coordinators, local committees, and the central office. Considerations for the structural design of a community school are also provided. Section 3 describes the school program in terms of local decision making, services offered, program facilities, membership and registration, program personnel, and intra-agency cooperation and collaboration. In section 4, the programmatic and fiscal impacts of the program are assessed as representing an outstanding cost-efficient delivery system for services that otherwise might be eliminated in the future. The report concludes that the Newton Community Schools represent a comprehensive network that responds to neighborhood, family, and individual needs and empowers local leadership. Appendices include the city ordinance creating the schools, a list of services offered, and a training sheet on public speaking. (KC)

ED 230 450 SO 014 578

*Andreasen, Alan R.; Belk, Russell W.*

Consumer Response to Arts Offerings: A Study of Theater and Symphony in Four Southern Cities.

**Illinois Univ., Urbana. Dept. of Business Administration.**

SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Sep 78
CONTRACT- RQ0-22-6N
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Audiences; *Citizen Participation; *Concerts; Interviews; Life Style; Social Attitudes; Social Science Research; Socioeconomic Influences; *Theater Arts
IDENTIFIERS- Georgia (Atlanta); Louisiana (Baton Rouge); South Carolina (Columbia); Tennessee (Memphis); *United States (South)

In an effort to broaden the audience for the performing arts, attitudinal, life-style, and socioeconomic data on marginal and regular attenders of theater and symphony concerts in Atlanta (Georgia), Baton Rouge (Louisiana), Columbia (South Carolina), and Memphis (Tennessee) were collected. Telephone interviews were conducted with 1491 respondents 14 years of age or older randomly selected from households with telephones in 4 cities. Four major factors were found to predict attendance at both theater and symphony: attitudes toward attendance, attendance in the past year, interest in the art form as a child, and membership in the Culture Patron life-style group. For both theater and symphony, the two highest impact strategies were to offer second tickets at half price from time to time and to include famous performers in the production. The report concludes with recommendations of interest to arts managers who would like to translate the study results into concrete actions and with methodological conclusions of interest to those doing further audience studies. Appendices contain statistical tables, a note on factor analysis, and the survey questionnaire. (RM)

# DOCUMENT RESUME

ED 230 451 SO 014 618

The Immigrant Experience: A Polish-American Model. Teacher's Guide.
**Indiana Univ., Bloomington. Social Studies Development Center.**
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
PUB DATE- Jan 83
GRANT- G008100438
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Civil War (United States); Colonial History (United States); Cultural Pluralism; *Ethnic Studies; Grade 11; High Schools; *Immigrants; Industrialization; Integrated Activities; *Interdisciplinary Approach; Learning Activities; Models; Modern History; *Polish Americans; Reconstruction Era; Revolutionary War (United States); *United States History

Designed to supplement 11th grade U.S. history textbooks, these self-contained activities will help students learn about the Polish American experience. To facilitate usage, the teacher's guide contains a series of charts keying the activities to 10 widely used textbooks. The activities are organized around 5 themes: (1) The Colonial Period: Early Polish-American Influence; (2) The American Revolution through the Civil War: Polish American Perspectives; (3) Reconstruction and Immigration; (4) Immigration and Industrialization; (5) Contemporary Issues, Concerns, and Perspectives. The following information is provided for each activity: rationale, key concepts and objectives, description of the activity, and a list of resources used in developing the activity. Students read, discuss, and answer questions about short reading selections provided in the student booklet. Other activities involve students in role playing, analyzing case studies, reading primary source materials, and analyzing census data. An annotated bibliography lists background reading materials; student curriculum materials; films, filmstrips, and music; organizations and centers; and literary works. (RM)

ED 230 452 SO 014 645

Subregional Seminar on the Use of the Cultural Heritage in Education
(Freetown, Sierra Leone, Africa, September 29-October 3, 1980).
Final Report.
**United Nations Educational, Scientific, and Cultural Organization,
Paris (France).**
REPORT NO.- ED/CC/BREDA/80/SCM/CRE/8
PUB DATE- Jan 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTIONS- *African Culture; Comparative Education; *Cultural Background; *Cultural Education; *Curriculum Development; Educational Change; Educational Needs; Elementary Secondary Education; Foreign Countries; Higher Education; Research Needs
IDENTIFIERS- *Africa

Summaries and recommendations of a conference to ascertain the research and curriculum needs for focusing on cultural heritage education in Africa are presented. Specific presentations, which are summarized in this report, centered on the place of the cultural heritage in the school curriculum, cultural resources and themes worthy of inclusion in the school curriculum, appropriate pedagogical methods and techniques, and the use of resources in cultural and artistic heritage education. The conference concluded with 21 recommendations to the African member states and to UNESCO. Included in state recommendations are restructuring educational programs and teaching to achieve integration of cultural heritage within educational systems; research to define constants and specifics of the African cultural heritage; creation of institutions for description, analysis, and transcription of African languages; and research into ways of restoring the African family as the basic cell of education. UNESCO recommendations include setting up clearinghouses for exchange of cultural information, organizing workshops and seminars about African museums and archives, and aiding member states in the production of educational materials. Appendices include the opening speech by the Deputy Minister of Education in Sierra Leone, the address by the UNESCO representative, and lists of participants and reports. (KC)

ED 230 453 SO 014 646

The Network of Educational Systems for Development in Central America and Panama Project, 1975-1979. An Experiment in Technical Co-operation among Countries.

**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.**

REPORT NO.- ED-80/WS/43; ED-80/WS/RED.1
PUB DATE- Feb 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Comparative Education; *Developing Nations; *Educational Development; Educational Needs; Elementary Secondary Education; Foreign Countries; Institutional Cooperation; *Linking Agents; *Networks; Nontraditional Education; Postsecondary Education; Poverty; Program Descriptions; Quality of Life; Rural Education
IDENTIFIERS- *Central America

The historical development and future goals of a UNESCO project to establish a network of educational systems throughout Central America are described. In 1975, the project began to search for solutions to social, economic, and educational development problems in the region. Objectives of the project are to conduct a critical analysis of the socioeconomic situation in relation to educational needs in each subregion; provide support for renewal of formal and nonformal learning processes by developing curricular innovation; and train technical, administrative, and teaching personnel according to new educational and administrative trends. The project sought to organize technical and human resources within the formal educational systems, design entry points within the systems which emphasize the role of decision-making centers, train national specialists, and make available the resources of the systems to solve rural underdevelopment and underemployment. Other activities included curriculum development, identification of socioeconomic indicators for educational planning, and research on the position of organized groups in Central America regarding educational systems. In its next phase, the project will focus on putting results of research and program development into practice. (KC)

ED 230 454 SO 014 647

*Bartels, Francis L.*
Trends in Innovation: Basic Education in Africa.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.**
REPORT NO.- ED-82/WS/45
PUB DATE- Mar 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adult Education; *Basic Skills; Comparative Analysis; *Comparative Education; *Educational Needs; Educational Philosophy; *Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Postsecondary Education; Poverty; Quality of Life; Rural Education; Teacher Education
IDENTIFIERS- *Africa

A comparative study is reported of basic education in 10 African countries: Ethiopia, Kenya, Somalia, Sudan, Uganda, Zambia, Benin, Mali, Upper Volta, and Angola. Basic education is defined as learning experiences to which all citizens are entitled or which are required to help them develop their potential to function effectively as individuals and members of society. Data sources include findings of seminars on basic education and teacher training for basic education and other relevant documents of the UNESCO/UNICEF Cooperation Programme in Africa. The report focuses on definitions of terms; trends in international, national, and regional philosophies of basic education; African educational efforts in the schools; teacher training; and basic education efforts for the unschooled adult and rural poor. The list of 23 findings suggests that experiments in basic education have not made a major impact on the national level. Two philosophical trends were identified: one, that basic education should occur principally through the formal educational system; two, that basic education should occur through the adult community outside school and college. Concerns which influence basic education are resistance to change, sub-regional political demands, economic growth, and poverty and privation. Finally, a good primary system was perceived as the most vital target for the general health and energy of a nation. (KC)

ED 230 455 SO 014 648

Educational Innovation for Development. Revised.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.**
REPORT NO.- ED-81/WS/1; ED/SCM/INS/80/3
PUB DATE- 30 Dec 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Developing Nations; *Economic Development; *Educational Development; *Educational Innovation; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Institutional Cooperation; Networks; Postsecondary Education; Public Policy

Six dimensions are proposed for the analysis of educational innovation to forward development activities in developing nations. These dimensions were constructed by members of UNESCO regional cooperative networks throughout the world. Preconditions for specifying criteria were an analysis of the complex relationship between education and overall development, an understanding that educational innovations must depend on the socio-cultural and economic objectives of each nation, and an understanding of the relativity of the term "innovation." The first three dimensions relate to the type of development strategy to which a nation has given preference, characteristics of the innovation strategy and propagation of innovations, and how innovation fits into development. The next three dimensions concern the sectorial nature of educational innovation, how innovation fits into the educational system, and the relationship between long-term and short-term objectives. To determine whether these criteria have been considered, analysts should note the effects of innovation outside the educational system, determine whether it is accepted by those for whom it is intended, investigate institutional links between education and planning, and determine the extent to which educators are trained with regard to development problems. (KC)

*Essomba, Joseph-Marie*
Study on the Development of Museums for Improved Integration of the Cultural Heritage into the Education System in French-Speaking African Countries.
**United Nations Educational, Scientific, and Cultural Organization, Paris (France).**
REPORT NO.- ED-80/WS/122; ED/CC/BREDA/80/SCM/CRE/9
PUB DATE- 9 Sep 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Art Education; Comparative Education; Cultural Awareness; *Cultural Background; *Curriculum Development; Educational Development; Educational Needs; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Museums; Nationalism
IDENTIFIERS- *Africa; Cameroon

Objectives for establishing museums in African countries for the purpose of teaching African history, languages, literature, and art are presented. Section 1 of the report focuses on the museum as a basis for creating an awareness of history, developing cultural individuality, laying groundwork for an endogenous form of development, and serving as part of art and cultural awareness education in the public schools. The African cultural heritage is discussed in terms of monuments, traditional artifacts, modern creations, and works of spiritual inspiration (e.g., dance). The role of the museum is perceived as strengthening national unity in African countries. Section 2 outlines methods for planning and improving the educational services of African museums. Suggestions include immediate integration of the plastic arts into educational systems, training art instructors, and publishing handbooks on art education. Plans for a national museum and provincial museums include a national arts institute, library, and artists' village; also local classical, open air, and artists' pavilion museums. The report concludes that the African museum must be an on-going cultural event which gives new life and meaning to the cultural and artistic heritage. Although specific French-speaking countries, such as Cameroon, are used as examples, the document is applicable to all African countries. (KC)

ED 230 457 SO 014 650

Consultation of Animators of Networks of Educational Innovation for Development. Unesco Conference (Bois du Rocher, September 8-12, 1980). Final Report.

**United Nations Educational, Scientific, and Cultural Organization, Paris (France).**

REPORT NO.- ED-81/WS/29; ED/SCM/INS/80/9
PUB DATE- 29 Jan 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTIONS- *Comparative Education; *Developing Nations; Educational Development; *Educational Innovation; Educational Trends; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Higher Education; *Networks; Program Evaluation
IDENTIFIERS- Africa; Asia; Caribbean; Central America; Europe (East); United Arab Republic

A summary of major concerns of UNESCO's Educational Innovation for Development program in six world regions is presented in this conference report. The conference included educational network participants from Asia, the Caribbean, Southeast Europe, the Arab States, Africa, and Central America. The program encourages innovative educational efforts through networking in dealing with the development process of developing nations. Part 1 of the report provides information on the conference proceedings. Part 2 summarizes the concepts of educational innovation for development, the relationship between the educational system and development, and characteristics of educational development. Part 3 considers common elements in developing evaluation methods for networks in individual regions. A survey form for identifying common elements of each network is included. Part 4 discusses future activities: exchange among networks, an internetwork seminar, and dissemination of the conference report and specific project reports. Appendices provide program reports from each of the six regions, an outline of conference proceedings, a list of participants, and a list of the documents presented. (KC)

ED 230 458 SO 014 651

*Legrand, Louis; Majault, J.*

Contribution to a Study on the Evolution of the Content of General Education (1970-1980).

**United Nations Educational, Scientific, and Cultural Organization, Paris (France).**
REPORT NO.- ED-80/CONF.803/4; ED-80/CONF.803/COL.11
PUB DATE- 24 Jun 80
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Art Education; *Comparative Education; Cultural Awareness; *Developed Nations; *Developing Nations; *Educational Change; *Educational Trends; Elementary Secondary Education; Foreign Countries; Global Approach; Interdisciplinary Approach; Mathematics Instruction; Physical Education; Science Instruction; Social Studies; Teaching Methods

A survey of educational trends at the elementary and secondary school level in countries throughout the world is summarized. Information was obtained from questionnaires sent to 30 pedagogic research organizations and from UNESCO reports and publications. The introduction discusses the universality of campaigns against illiteracy, expansion of primary schooling, increased accessibility of secondary education, improved teacher training, and improved educational organization. Differences are noted as occurring in subject matter, depending on the political, social, and economic factors of each country. Following the introduction, specific sections deal with the teaching of languages, mathematics, natural sciences, human sciences, art, music, and physical education. Each section describes important changes and the diversity of teaching methods in general, then discusses trends at the elementary and secondary levels. Next, a section on the emergence of trends between 1970 and 1980 points to common emphases in both developed and developing nations: an increased emphasis on preparing students for the working world and an interdisciplinary approach aimed at helping students understand world problems. The conclusion draws distinctions between developing and developed nations and notes that the primary concern of developing nations is the reacquisition of culture and a native language. (KC)

ED 230 459 SO 014 661

Kent, Calvin A.
Entrepreneurship Education for Women: A Research Review and Agenda.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Business Education; *Career Development; Curriculum Development; *Educational Needs; Elementary Secondary Education; *Entrepreneurship; *Females; Literature Reviews; Postsecondary Education; *Research Needs; Sex Stereotypes; Small Businesses;

Success

Although the importance of entrepreneurship to the American economy has been documented, a review of research reveals that knowledge about entrepreneurship education is sparse and that research on entrepreneurship education for women is almost nonexistent. A summary of this research indicates that sex stereotyping in schools inhibits women from acquiring the insights, motivation, and skills to become entrepreneurs and that entrepreneurship education for elementary and secondary school students tends to be extremely limited in quantity and deficient in quality. Also, although research does not distinguish between entrepreneurs and small business managers, data indicate that psychological characteristics which separate entrepreneurs from others seem to be determined outside the educational structure, with family influence being the most dominant. Further, considering the important role of mentors, exposure of women to female entrepreneurs is important in encouraging women-owned businesses. Based on the findings and national reports, an agenda for entrepreneurship education for women should include research to determine needs of women business owners, an evaluation of current educational programs, development of educational materials at the elementary school level. continued enforcement of legislation and programs to reduce sex bias and stereotyping in the schools, and development of materials which accurately portray the role of women business owners. (KC)

ED 230 460 SO 014 672

*Pennock, Clifford D.*
American and Canadian Social Studies Texts - Recent Changes in Readability.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; *Comparative Education; *Educational Change; Educational Research; Educational Trends; Foreign Countries; Intermediate Grades; Junior High Schools; *Readability; *Social Studies; *Textbook Evaluation
IDENTIFIERS- *British Columbia; United States

To determine whether social studies texts used in the intermediate grades of British Columbia (Canada) schools were easier than those analyzed in a 1974 study, the Fry Readability formula was applied to all the grade 4-7 social studies texts prescribed and authorized for use in 1979-1980. It was found that the British Columbia texts are extremely difficult. The difficulty is indicated by the vast range of difficulty within books, the high average readability of individual texts, and the high mean readability of texts across each grade. Most of the books are appropriate only for gifted readers. They present excessive difficulty for average readers and unsurmountable frustration for below average readers. Only for grade 7 is there a sufficient number of texts of appropriate reading level for most students. (RM)

*Munski, Douglas C.*
The Status of Geography in North Dakota Secondary Schools.
PUB DATE- 79
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Courses; *Curriculum Development; Educational Media; *Educational Needs; Educational Research; *Geography Instruction; Inservice Teacher Education; Models; Preservice Teacher Education; Professional Associations; Secondary Education; State Surveys; Teacher Attitudes; Teacher Background; Textbooks
IDENTIFIERS- *North Dakota

A sample of 112 secondary school teachers were sent a questionnaire addressing the following topics: (1) teacher's educational background; (2) classes taught; (3) texts and media being used; (4) awareness of professional organizations; (5) suggestions for curriculum development; and (6) willingness of teachers to participate in improving teacher-training programs at the collegiate level and through in-service programs. The return rate was 43%. Results were compared with similar surveys conducted in 1952 and 1965. The status of geography in North Dakota's secondary schools has diminished since 1952. At that time 53% of the schools had one or more geography classes; in 1978-79, only 42% taught geography. The bulk of geography enrollments continues to be in world regional courses. Traditional texts continue to be popular, and maps and films are widely used by teachers today as supplementary aids. Current professional memberships are not high among teachers. Since 1952, teachers have expressed an interest in teaching specific regional geography courses. The majority of teachers in 1978 were willing to train student teachers. (A model for improving the secondary school system is presented.) (RM)

ED 230 462 SO 014 677

*Rhoades, Lawrence J.*
A History of the American Sociological Association, 1905-1980.
**American Sociological Association, Washington, D.C.**
PUB DATE- 81
AVAILABLE FROM- American Sociological Association, 1722 N Street, N.W., Washington, DC 20036 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTIONS- *Educational History; Organizational Change; Organizational Communication; Organizational Development; Organizational Effectiveness; Organizational Objectives; *Professional Associations; *Sociology
IDENTIFIERS- *American Sociological Association

On the approach of the 75th anniversary of the founding of the American Sociological Association (ASA), readily available, official records were utilized to write its history. The product does not detail a history of sociology in the United States; it deals with a history of an organization facing, over time, a series of problems. There is a repetitiveness of concerns over the years, and much of the organization's history is the reworking of solutions to these problems. The repetitive issues include: the scope of the Association; membership qualifications; how to organize the annual meeting and publications; how to finance activities; how to relate to regional associations, to other social science associations, to government, and to colleagues around the world; whether to have a permanent Executive Office; how to encourage good research, reward scholarship, encourage good teaching, strengthen academic freedom, and improve the application of sociological knowledge to the problems of society; and how to identify and increase employment opportunities. In addition to the text, there is a chronology of events, lists of officers and ASA award winners, and subject and name indexes. (RM)

ED 230 463 SO 014 684

*Bleedorn, Berenice D.*
Leadership and Some Related Propositions: A Response to the Ideas of James MacGregor Burns.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Educational Needs; Futures (of Society); Higher Education; *Individual Characteristics; *Leadership; *Leadership Qualities; Literature Reviews; *Moral Values; Public Administration Education; Theories
IDENTIFIERS- *Burns (James MacGregor)

The theories of James MacGregor Burns as expressed in his book, "Leadership" (1978), suggest that transformational leadership engages all persons to varying degrees throughout the levels and interstices of society. Burns believes that the transforming leader not only exploits a need or demand of a follower but also looks for his potential motives and seeks to satisfy his higher needs. The result of the leader-follower relationship is that followers are converted to leaders and leaders to moral agents. Along with other contemporary writers, Burns proposes that absolute leadership qualities are non-existent and that leadership, especially in increasingly participatory systems, is individualistic. A central theme throughout his book is that increasing change and conflict in the political and social fabric enable us to see history, not from the perspective of great men, but as the actual experiences of men and women in their relation to one another. In summary, according to Burns, leadership results from meaningful conflict, and is collective, causative, morally purposeful, and elevating. He provides a theoretical base for educators and business enterprises to redesign their systems of leadership. (KC)

ED 230 464 SO 014 687

*Womack, Miriam L.; And Others*
Trade and Industry in History. National History Day, 1982.
**Case Western Reserve Univ., Cleveland, OH. Dept. of History.**

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060)
DESCRIPTIONS- Child Labor; Essays; *Industry; Secondary Education; *Student Developed Materials; *Student Projects; *United States History
IDENTIFIERS- *National History Day

Presented are winning essays written by junior and senior high school students for the historical paper category of the 1982 National History Day program contest. This unique program encourages young people to explore a historical subject related to a specific theme. The winning papers, responding to the 1982 theme of trade and industry in history, deal with the topics of the salt industry; mills, with an emphasis on Soper's Mill in Story County, Iowa; child labor; mercantilism; a plank road built in Missouri and its effect on the surrounding area; and the history of a family-owned retail shoe store. A list of winners in other categories of the program contest, including group project, individual performance, group performance, and special awards, is included. Also provided are listings of the state coordinators, contributors to the program, and the Board of Trustees. (RM)

ED 230 465 SO 014 695

Program Improvement Guide for Social Studies Education in Wisconsin. Revised.

**Wisconsin State Dept. of Public Instruction, Madison. Social Studies Curriculum Study Committee.**

REPORT NO.- WSDPI-Bull-3211
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Checklists; *Curriculum Development; Educational History; Educational Objectives; *Educational Planning; Educational Policy; Educational Trends; Elementary Secondary Education; *Program Evaluation; *Program Implementation; *Program Improvement; Skill Development; Social Sciences; *Social Studies; State Curriculum Guides
IDENTIFIERS- Wisconsin

A series of worksheets, evaluation forms, readings, and activities is presented to aid in the review, development, and improvement of the K-12 social studies program. The guide begins with a brief overview on program improvement, followed by methods for reviewing the present social studies program. Checksheets, charts, and outlines are provided for developing a statement of purpose, defining curriculum issues, and identifying social studies skills, subject matter, curriculum balance, and democratic values. The next two sections consist of readings on current and past social studies trends and the nature of an ideal social studies program. Activities for scope and sequence considerations include model formats for a K-6 study of the human community and for world studies, American studies, and social sciences in grades 7-12. Curriculum review criteria consist of a checklist and evaluation questions. An outline for implementing and assessing a new social studies program focuses on proposals, administrative approval, inservice training, community support, student work samples, student self-evaluation, and team testing. The document concludes with a statement of purpose for the Wisconsin social studies community and suggestions for using the guide to get results. (KC)

# DOCUMENT RESUME

ED 230 466 SO 014 701

*Hennessy, Peter*
Forging Citizenship Values for the Post-Industrial Era.
PUB DATE- 22 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Centralization; *Change Strategies; *Citizenship Education; Community Control; *Community Involvement; Comparative Education; *Decentralization; *Educational Change; Educational Needs; Educational Policy; Educational Practices; Elementary Secondary Education; *Experiential Learning; Futures (of Society); Literature Reviews; Social Studies
IDENTIFIERS- Canada

An assessment of current practices in citizenship education in Canada is followed by a proposal for decentralization of educational control and community involvement for students at all levels. In response to research which indicated that Canadian students were virtually ignorant of their government and its political issues and to the demand for teacher accountability, Canadian education is currently entering an era of intense centralization. The Ministery of Education in Ontario has mandated curriculum project management teams; regional curriculum councils; provincial review of staff evaluation, development, and assignment; and standardized testing of students. This centralizing and standardizing of education will most likely be counterproductive to citizenship education. Thus, those involved in education should work toward process and structural changes rather than curriculum change. For example, even during the early education years, the school could serve as an information and resource center, while the community would be a laboratory in which human and natural phenomena could be observed. Community involvement would decentralize the educational system and give teachers, students, and parents real power in educational policy, while engendering citizenship qualities. (KC)

ED 230 467 SO 014 702

*Coleman, Gina*
An Annotated Guide to Current Periodicals in the Third World Resource Centre.
**Ryerson Polytechnical Inst., Toronto (Ontario). Third World Resource Centre.**
PUB DATE- Nov 82
AVAILABLE FROM- Third World Resource Centre, Library Publications Office, Room L284, Ryerson Polytechnical Institute, 50 Gould Street, Toronto, Ontario, Canada M5B 1E8 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; Civil Liberties; Demography; *Developing Nations; *Economic Development; Education; Ethnic Groups; Food; International Cooperation; International Relations; Natural Resources; Newsletters; Newspapers; Nutrition; *Periodicals; *Social Development; Technology
IDENTIFIERS- *Third World

Current journals, newspapers, and national newsletters focusing on specific areas or topics in the field of development are described. Part 1 consists of an alphabetical list by title of the periodicals included. Part 2 is an annotated listing under broad subject headings: communication, countries and regions, demography, economic and social development, economic policy and planning, education, environment and natural resources, ethnic groups, food and nutrition, human rights, international cooperation, international development, international relations, and technology. Information provided for each entry includes the full title, place of publication, name of publisher, subscription rates for 1982, and a brief description. A directory of publishers is appended. (RM)

ED 230 468 SO 014 707

*Lynn, Laurence E., Jr., Ed.*
Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3.
**National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.**
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-309-02930-9
PUB DATE- 79
AVAILABLE FROM- Office of Publications, National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418 ($13.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTIONS- *Administration; Administrative Policy; Administrator Responsibility; Administrator Role; Decision Making; *Federal Programs; Health; Income; Interviews; *Management Systems; Policy Formation; *Public Agencies; Research Problems; Research Projects; Resource Allocation; *Social Science Research; Young Children

Interviews with 180 federal agencies that conduct social research and development (R&D) were conducted and documents were examined to determine: (1) what types of social R&D are supported, and what levels of support are provided; (2) who defines the problems to be researched, who decides the level of support to be provided, and how investigators are selected and monitored; and (3) how potential users are involved in research decision making, and how the research results are disseminated. Major emphasis was on social R&D in the major policy areas of income security, health, early childhood, and the living environment (i.e., policy area that encompasses the patterns of growth and change in agricultural, urban, and metropolitan areas). One central insight revealed in the agency studies, all of which are summarized in this report, is that there is an enormous diversity of practices in all areas studied. In the concluding sections of the report, key conclusions, generally critical of current practices, are discussed, and a framework in which to analyze the actions of the social R&D managers is developed. (RM)

ED 230 469 SO 014 716

*Murphy, Elaine M.; Cancellier, Patricia*
Teacher's Guide to the Future.
**Population Reference Bureau, Inc., Washington, D.C.**
PUB DATE- Dec 82
AVAILABLE FROM- Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTIONS- Controversial Issues (Course Content); *Curriculum Development; *Educational Needs; Educational Objectives; Elementary Secondary Education; Energy; Environmental Education; *Futures (of Society); Global Approach; Learning Activities; Resource Materials; Social Change; Teaching Methods; Technology

A brief introduction to futures education, an annotated listing of resources, and three ready-to-use student activities are provided. The introduction discusses the benefits of futures education; for example, it encourages students to make responsible decisions about the future. Next, it lists a variety of techniques developed by futurists to examine a range of probable futures--scenarios, futures wheels, cross-impact materials, Delphi polling, trend extrapolation forecasting, and relevance trees. Following the introduction, eight specific resources are listed, including a guide, teaching model, journal, report, and article. Then three learning activities are listed. The first activity sheet suggests seven activities to help students get involved with the future. For example, students can write a scenario of the world in the year 2003, concentrating on a list of topics provided. In the second activity, students are asked to list future consequences should certain given future developments occur. In the third activity, students are asked to respond to 50 questions designed to stimulate future thinking. (RM)

ED 230 470 SO 014 718

*McNett, Charles W., Jr.*
Overview of the American Indian Archeology in the Middle School Project.
**American Univ., Washington, D.C.**
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Dec 82
GRANT- ES-20020-80-1681
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *American Indian Culture; *American Indian Languages; *American Indian Studies; *Archaeology; Art Education; Colonial History (United States); *Curriculum Enrichment; Educational Objectives; Junior High Schools; Latin American History; North American History; Program Descriptions; Science Education; Social Studies
IDENTIFIERS- American Indian Archeology Program

A project to create a series of archaeology teaching modules and resource guides on American Indians for junior high school social studies is described. University personnel in charge of the project participated with junior high school teachers in the planning and development of the modules and guides. The unifying theme is the diversity of American Indian groups. The groups are explored from the perspective of archaeological inquiry using information from prehistory, linguistics, tribal traditions, and other sources. Activities include data gathering, hypothesis testing, analysis, and drawing conclusions from evidence. The 10 modules currently being developed focus on methods of the archaeological study of the past, culture areas in North America, the use of computers in archaeology, American Indian language families, the origins of corn, the techniques of pottery making, religious practices, pueblos, the cultural sequence of North America, and the archaeology of the Colonial Period. Teaching guides provide background on the relationship of prehistory, ethnology, linguistics, and physical anthropology to archaeology; basic techniques of building a sandbox site; directions for making representative pottery; introductory lessons in American Indian linguistics; and recipes for a typical meal. Some units are suitable for art and science education. (KC)

ED 230 471 SO 014 719

Standards for Evaluation of Instructional Materials with Respect to Social Content.

**California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit.**

PUB DATE- 82
AVAILABLE FROM- Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($1.50, plus sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTIONS- Aging (Individuals); Altruism; Disabilities; Ecology; Elementary Secondary Education; Environment; Ethnic Discrimination; Ethnic Groups; *Evaluation Criteria; Females; Fire Protection; Food; *Instructional Materials; Labor; Males; Older Adults; Religion; Sex Discrimination; Sex Role; *Social Studies; *Textbook Evaluation; *Textbook Standards

The purpose of this document is to provide reasonable, systematic standards for evaluation of instructional materials upon which evaluators may base their judgments, so that the results of the evaluation process will be as nearly consistent and therefore, as equitable, as possible. The guidelines are based on the social content requirements of the California Education Code laws which require that instructional materials provide positive experiences, encourage aspirations unlimited by narrow and stereotyped portrayals, and provide an image of a pluralistic, multicultural society in which any member of any cultural group is looked upon as an individual, not just as a member of a group. The first part of the guide briefly discusses several kinds of special circumstances which may make it necessary to modify specified requirements. The major portion of the guide provides evaluation standards for the following areas: male and female roles; ethnic and cultural groups; older persons and the aging process; disabled persons; entrepreneur and labor; religion; ecology and environment; dangerous substances; thrift, fire prevention, and humane treatment of animals and people; brand names and corporate logos; and foods. For each area, information is included on purpose, method, applicability of standards, standards requiring compliance where appropriate, and standards requiring strict compliance. Social content requirements of California's Education Code are appended. (RM)

ED 230 472 SO 014 721

*Kagitcibasi, Cigdem*
The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E.
**East-West Center, Honolulu, HI.**
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C. Office of Population.
PUB DATE- Jun 82
AVAILABLE FROM- East-West Population Institute, East-West Center, 1777 East-West Road, Honolulu, HI 96848 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Birth Rate; *Children; *Cross Cultural Studies; Decision Making; Demography; Family Planning; Foreign Countries;

*Parent Attitudes; Psychological Needs; Sex Role; *Social Change; Social Influences; Social Science Research; Socioeconomic Influences; Spouses; *Values
IDENTIFIERS- *Turkey

Part of a nine-country cross-cultural research project designed to answer the question "Why do people want children?", this study examined the social, psychological, socioeconomic, and demographic determinants of fertility in Turkey. A nationally representative sample of 2305 married persons (1762 females and 543 males) were interviewed at length. Findings showed that socioeconomic and cultural factors affect the perceptions, values, and attitudes of people and are reflected in relations between spouses. Values, perceptions, and attitudes, in turn, as social-psychological mechanisms, affect fertility behavior. Analysis of the cross-sectional data suggested that with socioeconomic development and especially with increased education, children's economic value decreases, whereas their psychological value increases. Correlational and regression analysis also revealed that where children's economic value assumed importance, son preference was prevalent, women's status in the family was low, the old-age security value of children was high, and fertility was high. (Author/RM)

ED 230 473 SO 014 722

*Wright, Paul; Gardner, Robert W.*

Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82.

**East-West Center, Honolulu, HI.**
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C. Office of Population.
PUB DATE- Feb 83
AVAILABLE FROM- East-West Population Institute, East-West Center, 1777 East-West Road, Honolulu, HI 96848 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Achievement; *Cross Cultural Studies; Demography; Educational Attainment; Employment Level; Ethnic Groups; *Ethnicity; *Immigrants; Income; Labor Force; Migrants; Population Trends; *Social Change; *Social Characteristics
IDENTIFIERS- *Hawaii

A 1975 U.S. Office of Economic Opportunity Census Update Survey was analyzed in an effort to investigate local-born and migrant populations of Hawaii. Findings showed that among the local-born, the most notable recent development has been the rise of the Orientals (essentially Japanese and Chinese) to equality with the haoles (essentially non-Portuguese and non-Puerto Rican Caucasians) on some social and economic indices and clear superiority on others. In contrast, local-born Filipinos and members of other groups remain disadvantaged on all dimensions. Mainland-born haoles initially suffer from high unemployment but are characterized by moderate income and high educational and occupational levels. Their income and homeownership levels appear to improve markedly with increasing duration of residence. Among Asian immigrants, recent arrivals are characterized by occupational and income levels far below what would be expected given their educational levels. Cultural and historical explanations for these and other findings are examined. A projection of the Hawaii population to the year 2000 demonstrates slower than expected growth for the haole population, a large increase in the proportion that is Filipino, and a large drop in the Oriental share of the population. (Author/RM)

ED 230 474 SO 014 730

*Howard-Merriam, Kathleen*
Development for Women? The 1981-85 Moroccan Plan Considered.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTIONS- Agriculture; Developing Nations; *Economic Development; *Educational Development; Educational Needs; Employment Opportunities; *Females; Health Needs; *National Programs; Program Descriptions; *Quality of Life; Rural Areas; Rural Development; Sex Discrimination; *Social Development; Vocational Education
IDENTIFIERS- *Morocco

The approach to improving the socioeconomic condition of women in rural Morocco is based on the premise that the family is the key social unit. Women, as the effective pillars of that unit, will automatically benefit from government sponsored family programs. The Moroccan woman's access to food, water, fuel, medical care, personal safety, and rest has been improved through food subsidies, nutrition programs, programs to improve potable water distribution, and an expanded paramedical and medical delivery system. Non-formal education programs are training agricultural women in modern methods of food production and processing. A cadre of women extension agents is being trained to communicate with rural women. Regarding vocational education, the Moroccan government is now more aware of the need to broaden women's range of marketable skills to include traditionally male skills. (RM)

*Gumbert, Edgar B., Ed.*

Different People: Studies in Ethnicity and Education.

**Georgia State Univ., Atlanta. Center for Cross-cultural Education.**
REPORT NO.- ISBN-0-88406-160-4
PUB DATE- 83
AVAILABLE FROM- Center for Cross-cultural Education, College of Education, Georgia State University, University Plaza, Atlanta, GA 30303 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTIONS- *Acculturation; *Asian Americans; Comparative Education; Cubans; Cultural Differences; Cultural Pluralism; Educational Mobility; Educational Policy; *Ethnic Groups; *Ethnicity; Ethnic Studies; Group Unity; Hispanic Americans; Immigrants; Multicultural Education; Occupational Mobility; Public Policy; Racial Bias; Racial Relations; Refugees; Social Integration; Social Mobility; Subcultures
IDENTIFIERS- *Caribbean Americans; *Great Britain; United States

Originally presented as lectures at Georgia State University in 1982, these three papers address the themes of multiethnic societies in the United States and Great Britain. In the first paper "Identity, Conflict, and Survival Mechanisms for Asian Americans," the author discusses how the observable patterns of mobility through education and community development are consequences of meaningful action and interaction among millions of Asian Americans over time. Cultural identity and the process of assimilation of Caribbean Americans is the focus of the second paper. The barriers to assimilation faced by many Caribbean migrants have caused many of them to question the viability of this goal and to turn to ethnic bargaining as a way of competing for political strength and survival in the United States. The third paper examines British racial and educational policies in the 1960s and 1970s. The evolution of Britain into a multiracial society has been marked by ambiguity in policy that has been both welcoming and resistant (and sometimes racist). British education has, most of the time, paid lip service to the goals of multiracism, while being less than positive in its pursuit. (RM)

ED 230 476 SO 014 735

*McFadden, John; Nzo-Nguty, Bernard*
Educational Planning and Development in Africa: An Assessment of the Endeavors of Cameroon and Togo.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Comparative Education; *Educational Assessment; *Educational Development; *Educational Planning; *Educational Practices, Elementary Secondary Education; Employment Practices; Females; Foreign Countries; Higher Education
IDENTIFIERS- Africa; *Cameroon; *Togo

The inability of many African countries to achieve the rates of growth in education and employment which were forecast may partly reflect the over-optimism which characterized the 1960s, as well as the consequences of the decline in the global economic situation. There is also in Africa, as there is worldwide, a disenchantment with traditional macro-planning approaches to education. Many countries, such as Cameroon and Togo, are utilizing a micro-planning approach, emphasizing reforms of inherited educational systems with the aim of incorporating technical, vocational, and scientific subjects into the curriculum. The goal of universal, free, and compulsory education has been attained by Cameroon and Togo. In both countries, there is also an increase in enrollment of females at all levels of the educational system. Although most of the graduates of higher education institutions have been employed in the public and private sectors of the economy, efforts to provide employment opportunities for primary, secondary, and technical school leavers have not been satisfactory. (RM)

ED 230 477 SO 014 737

*McTeer, J. Hugh; And Others*
Peer Tutoring as an Instructional Methodology for Social Studies Teaching.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Research; Grade 7; Individual Instruction; Junior High Schools; *Peer Teaching; Social Sciences; *Social Studies; *Teaching Methods; Tutorial Programs; *Tutoring

A one-year study of peer tutoring in social studies was conducted among seventh grade students in Buchanan, Georgia. Although peer tutoring took place in the experimental group, the same text, supplementary materials, classroom activities, and teaching methodologies were used in both the experimental and control groups. Both groups were given pretests, posttests, and the Slosson Reading Test. In the tutor/tutee experimental group, role changes were made during each of four grading periods. Although analysis of test scores showed no significant difference in content knowledge gained between the two groups, the study supports peer tutoring as an alternative instructional method. Recommendations for implementing a program are: (1) use it to supplement teacher-directed instruction; (2) select tutors who are behavior models; (3) select tutees willing to be helped; (4) match tutor and tutee by work performance; (5) train tutors; (6) identify implementation process; and (7) evaluate through testing, observation, and questionnaire. (BY)

ED 230 478 SO 014 751

*Vaughan, Jerry L.*
The Major Impacts of the Baby Boom upon American Life, 1945-2050.
PUB DATE- 25 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Cohort Analysis; Demography; *Economic Climate; *Educational Trends; *Employment Patterns; Family (Sociological Unit); Futures (of Society); Literature Reviews; *Politics; Social Science Research; *Sociocultural Patterns

IDENTIFIERS- *Baby Boom

The demographic context of the baby boom in the United States (1946-1964) as well as past and future impacts of this population increase are considered in this review of research. During the 18-year period, over 76,000,000 babies were born, more than the entire population of the United States in 1900. Reasons for the increase are attributed to economic affluence, patriotism, and the "procreation ethic." Early impacts were in medicine and education, particularly in the construction of new facilities. As the cohorts aged, they influenced the relaxation of college entrance requirements, grade inflation, demands for more fulfilling work, and a restructuring of economic thought concerning supply and demand. The increase in rural population growth, which represents a change in values, is also attributable to the baby boom generation. Researchers predict that during the period 1983-2050 a "superclass" of well-educated couples will be created who will affect dress, entertainment, eating habits, travel, buying patterns, and values. Politically, third party movements will be based on the unaffiliated millions of baby boomers. Although this generation will be the most educated, many professions will become obsolete. The growth industry of the future will be health care. (KC)

ED 230 479 SO 014 753

Social Studies Objectives, K-12.

**Dependents Schools (DOD), Washington, D.C.**

PUB DATE- 8 Oct 81
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DFSCRIPTIONS- *Educational Objectives; Elementary Secondary Education; *Human Relations; *Problem Solving; *Self Actualization; Self Determination; *Social Studies; *Values

Six objectives which form the framework of a K-12 social studies program of Department of Defense Dependents Schools are outlined. The objectives are to evaluate the relationship between human beings and their social, natural, and man-made environment; analyze the origins and interrelationships of beliefs, values, and behavior patterns; solve problems; develop the human relations skills necessary to communicate and work with people; develop a positive self-concept and move toward self-actualization; and develop a commitment to the right of self-determination for all human beings and a willingness to secure and preserve those rights. Separate sections of the document detail components of each objective and list corresponding instructional objectives. Charts denote the suggested grade level at which instruction begins and the grade level at which proficiency can begin. (KC)

ED 230 480 SO 014 754

*Maclean, Fran; And Others*
People of Nova Scotia. Introduction to 30 World Cultures in Nova Scotia with Personal Stories, Poems and Viewpoints. Second Edition.
**Multicultural Association of Nova Scotia, Halifax.**

SPONS. AGENCY- Department of the Secretary of State, Ottawa (Ontario).
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTIONS- Cultural Awareness; *Cultural Background; Ethnic Groups; *Ethnic Studies; *Multicultural Education; Personal Narratives; Poetry

Of the approximately 60 ethnic cultures in Nova Scotia, 30 are described in this introduction to the multicultural society of Nova Scotia. The objective of this publication is the development of a greater tolerance and cultural awareness among people of diverse backgrounds, through a greater knowledge of each other. The monograph is alphabetically arranged into 30 chapters, representing 30 ethnic groups with a small pictorial characterization heading each chapter. Each chapter contains a summary statement of the land of origin and the arrival of settlers in Nova Scotia and a discussion of reasons for emigration and difficulties of adjusting to this new country as well as a description of traditions and customs held by each group of newcomers. A collection of personal stories, points of view, and poems and articles, either written by individuals or transcribed from taped interviews, gives this research a human dimension. The included material was read, amended, and approved by persons representing the diversity of ethnic groups in order to avoid misidentification. Appended are a bibliography arranged by ethnic groups, a list of the 60 Nova Scotia ethnic cultures, and census statistics for the ethnic groups for the years of 1871, 1901, 1941, and 1971. (LH)

# DOCUMENT RESUME

ED 230 481 SO 014 757

*Barger, Robert N.; Barger, Josephine C.*
Amnesty in the New York Times: A Quantitative Case Study.
PUB DATE- 1 May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Case Studies; *Editorials; *Newspapers; Political Issues; *Public Opinion; Social Science Research; Tables (Data)
IDENTIFIERS- *Amnesty; *New York Times; Vietnam War

An analysis of opinion columns in the "New York Times" on the issue of amnesty for draft evaders during the Vietnam War provides a quantitative approach to investigating qualitative policy issues. A total of 93 editorials, guest editorials, and letters to the editor from 1971 through 1975 were examined. The material was classified as either pro or con on the issue and was then categorized according to the basis of argumentation: politics, fairness, efficacy, or legality. Variables included year of study, basis of argument, format (editorial, guest editorial, or letter), and position pro or con. Of the 93 pieces, 76 were pro on the issue and 17 were con; editorials written by the "Times" staff were 100 percent pro. The most frequent arguments were based on efficacy (i.e., amnesty was an effective way of reuniting those in need of it), followed by those based on fairness. The total number of opinion pieces was greatest in 1974 (38) and declined to 18 in 1975. Conclusions are that opinion pieces were basically a reflection of the existing opinion (of staff and readers) rather than a cause of this opinion. Also, most of the opinion material was reactive; none of the material examined was neutral. Finally, the format type forecast the content; letters to the editor were more likely to include arguments against amnesty, while editorials reflected the newspaper's position only. (KC)

*Walsh, James M.*
A Michigan Carto-Bibliography: An Annotated Guide to Sources Pertaining to Michigan Maps, Atlases, and Related Cartographic Materials.
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Annotated Bibliographies; *Atlases; Government Publications; *Maps; Resource Materials
IDENTIFIERS- *Michigan

An annotated guide to 127 sources of cartographic materials is presented. The bibliography serves as an initial guide to reference materials, bibliographies, atlases, gazetteers, and indexes that will direct the researcher to additional materials. Items are listed alphabetically by author or agency within the following categories: bibliographies (general, atlases, and maps), indexes and abstracts, map indexes, gazetteers, atlases, and books. Most items are United States Government Publications (Superintendent of Documents Classification number included); some entries date back to the 18th century. Although the emphasis is on Michigan and the Great Lakes region, most sources cited can be used to locate cartographic materials for the entire United States. Author, title, and agency indexes are provided. (KC)

ED 230 483 SO 014 877

*Smith, Roland E.*
Research Productivity in Graduate Departments of Political Science in the South and Southwest.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *College Faculty; Doctoral Programs; Geographic Regions; Higher Education; Masters Programs; *Political Science; *Productivity; *Researchers; Social Science Research
IDENTIFIERS- *United States (South); *United States (Southwest)

An analysis of journal publications by members of political science departments in 38 universities in the southern and southwestern United States reveals relatively low research productivity for most institutions. The 2-year study (1980-1981) involved an examination of over 20 journals cited in the Social Science Citation Index. All graduate degree granting departments in the Southwest were included; for the South, only departments offering the Ph.D. were considered. The mean production for all members of a department is one article every 4 years. Further, a very small group of department members in each institution actually publishes, while others contribute little or nothing. The conclusion is that the productivity of a department depends on its recruitment practices and retention capabilities. Productivity declines when a productive scholar is replaced by an individual just out of graduate school. Those departments which have grown in productivity have done so because they recruited scholars who have demonstrated a capacity for regular production. (Author/KC)

ED 230 484 SO 014 886

*Ridinger, Robert B.*
Resources for Women's Studies.
**Northern Illinois Univ., DeKalb. Libraries.**
PUB DATE- 83
AVAILABLE FROM- Northern Illinois University, 352 Founders Library, DeKalb, IL 60115 ($1.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTIONS- Administrators; Annotated Bibliographies; Autobiographies; Cultural Traits; Feminism; Fine Arts; Higher Education; Lesbianism; *Library Materials; Popular Culture; Rape; Sex Discrimination; Womens Education; *Womens Studies

Over 120 bibliographies and other reference sources relevant to women's studies are identified in this annotated listing. Subjects include feminist scholarship, women in management, popular culture, autobiographies, other cultures and countries, history, lesbian women, women's education, the arts, politics, and rape. In addition to author, title, and annotation, each entry provides the Library of Congress call number. General information on search strategies and a list of relevant indexes and journals are included. The bibliography concludes with descriptive listings of women's studies materials in the research and microforms collections of Northern Illinois University. (KC)

SP

ED 230 485 SP 021 547

*Williams, Martha*
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
**Center for Resource Management, Yorktown Heights, N.Y.; Network of Innovative Schools, Inc., Andover, Mass.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network.
PUB DATE- 82
CONTRACT- 300-80-0839
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adoption (Ideas); *Consultants; Educational Strategies; Elementary Secondary Education; *Information Dissemination; Program Development; Program Evaluation; *Program Implementation; *Trainers; *Training Methods; Training Objectives
IDENTIFIERS- *Certified Trainer Systems; *National Diffusion Network Programs

This guidebook describes procedures followed by National Diffusion Network (NDN) certified trainers when they are helping to disseminate information about the NDN or when they are helping school personnel adopt an NDN program or practice. It is noted that, because NDN certified trainers can help in information dissemination and program implementation in many ways, all processes used by certified trainers are not described in this guidebook and that those described are not necessarily used in each case. Material is organized according to a set of components generic to certified trainer systems: (1) identifying; (2) training; (3) certifying; (4) funding; (5) supporting; (6) coordinating; (7) recertifying; and (8) evaluating. In the first section, an overview describes the guidebook's audiences, purposes, and contents and defines certified trainers and certified trainer systems. The current status of certified trainers and certified trainer systems is also discussed.

Section 2 lists project assessment procedures, the results of which are used in the design or refinement of a certified trainer system, the topic of section 3. The fourth section contains descriptions of strategies for use in certified trainer systems. Section 5 highlights and discusses several important issues concerning certified trainers and certified trainer systems. The sixth section is an appendix, containing information about: (1) certified trainer operations; (2) criteria for identifying certified trainers; (3) problems, issues, and learnings involving certified trainers; and (4) selected references on dissemination. (CJ)

ED 230 486 SP 021 832

*Page, Homer; Liles, Jesse*
Experiential Plus: A Multiple Purpose Foundations Course.
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Access to Education; Education Majors; *Equal Education; *Experiential Learning; *Foundations of Education; Higher Education; *Mainstreaming; Problem Solving; Social Values; Teacher Education; Teacher Education Curriculum; Teacher Effectiveness; *Values Clarification

A description is given of a course, oriented around traditional foundations of education concepts, designed to prepare regular teachers for teaching handicapped students in their classrooms. The course's philosophy is that education students should have an opportunity to apply concepts and relationships drawn from other disciplines to current educational challenges. The course places emphasis on experiences that can be related to fundamental philosophical questions about the purpose of education in society and the achievement of equal educational opportunity. Following a statement of the objectives, an outline of the course is presented. A listing of experiential learning activities is provided with brief annotations pointing out their significance in accomplishing affective objectives of the course. Procedures for evaluating the course's effectiveness in achieving desired student outcomes are described. Required readings are suggested, and sample tests outlined. A summary is offered on the fundamental concepts of equality of educational opportunity and values clarification. (JD)

ED 230 487 SP 021 896

*Greaves, Edward R.; Richmond, Alan*
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
**California Association for Health, Physical Education, Recreation and Dance, El Cajon.**
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adapted Physical Education; Athletics; Cardiovascular System; Elementary Secondary Education; Emotional Disturbances; *Exceptional Persons; Exercise Physiology; Individual Instruction; *Learning Disabilities; Mainstreaming; Movement Education; Physical Activities; Physical Development; *Physical Disabilities; *Physical Education; Special Education; *Teaching Methods

This publication contains papers, presented at a conference about physical activities for the exceptional individual, concerning: (1) student interest/motivation; (2) swimming; (3) games; (4) wheelchairs; (5) movement education; (6) physical stress and bone growth; (7) parent involvement; (8) meningomyelocele; (9) blind athletes; (10) Project Interdependence; (11) language development through movement; (12) adapted physical education; (13) brainstorming and creative teaching; (14) secondary school physical education; (15) high risk youth; (16) behavior management; (17) peer teaching; (18) horseback riding; (19) quadriplegics; (20) therapist role; (21) psychological conditions; (22) therapeutic exercise; (23) cardiovascular fitness; (24) individualized instruction; (25) teaching aides and interns; (26) outdoor education; (27) acupressure; (28) recreation and leisure; and (29) play. The papers describe programs, procedures, methods, and tips for working with emotionally, learning, and/or physically disabled elementary and secondary school students. (CJ)

ED 230 488 SP 021 988

*Kleinman, Matthew*
The Effects of Aging on Motor Performance.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Age Differences; *Aging (Individuals); Individual Differences; Motor Development; *Neurological Organization; *Older Adults; Physical Fitness; *Psychomotor Skills; *Reaction Time; Sex Differences

A review of research on the effects of aging on motor performance provided evidence that age-induced changes within the central nervous system, particularly in the functioning of the non-dominant cortical hemisphere, result in diminished fluid abilities. The loss was most clearly manifested behaviorally as a decreased capacity to perform high-speed, extrinsically-paced motor skills. A study assessed the effects of aging on the performance of intrinsically- and extrinsically-paced motor skills. Seventy-nine subjects (58 females and 21 males) were divided into three groups based on age: 60-65; 65-70; and over 70. Four criterion tasks were assigned: (1) pursuit rotor tracking; (2) mirror tracing; (3) visual choice reaction time; and (4) limb positioning. No significant differences in performance were observed among the three age groups on any of the tasks. There were significant differences between males and females for rotary pursuit tracking at all speeds. There were no significant differences between males and females on the other three tasks. There were no significant interaction effects between age and sex for any of the criterion measures. (JD)

ED 230 489 SP 022 024

*Rotem, Arie; Abbatt, Fred R.*
Self-Assessment for Teachers of Health Workers. How to Be a Better Teacher. WHO Offset Publication No. 68.
**World Health Organization, Geneva (Switzerland).**
REPORT NO.- ISBN-92-4-170068-8
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Checklists; Counseling; Elementary Secondary Education; *Feedback; Health Education; Health Personnel; Peer Evaluation; *Professional Continuing Education; Resource Materials; *Self Evaluation (Individuals); Student Evaluation of Teacher Performance; *Teacher Effectiveness; *Teacher Evaluation

Teaching is seen as comprising six main functions: planning, communicating, providing resources, counselling, assessing, and continuing self-education. An analysis is presented of what is involved in each of these functions, and a checklist is provided to help teachers evaluate themselves. The chapters of this book are devoted to detailed discussions of each of these functions and their component activities, each of which is broken down into specific tasks. Performance checklists accompany each chapter. Advice is given on how to obtain pertinent information, such as how to find out what students are like when making a pre-course assessment of their knowledge and abilities. These self-assessment procedures can be supplemented by obtaining feedback from students and by consulting colleagues. The final chapter provides a number of evaluation instruments in the form of questionnaires that can be filled in by students or colleagues. (JD)

ED 230 490 SP 022 030

*Dove, Linda A.*
Lifelong Teacher Education and the Community School. UIE Monographs 10.
**United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.**
REPORT NO.- ISBN-92-820-1036-8
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Community Schools; *Developing Nations; Elementary Secondary Education; Family School Relationship; Foreign Countries; *Lifelong Learning; *Preservice Teacher Education; *Rural Education; Rural Environment; *School Community Relationship; School Districts; Teacher Effectiveness; Teacher Responsibility; *Teacher Role
IDENTIFIERS- *Teacher Community Relationship

This monograph synthesizes and summarizes current ideas and actions concerning teacher-community linkages. Its main emphasis is on developing countries, where primary and lower secondary schools are major policy tools in the drive for national and economic development and where most people live and will continue to live in rural areas. Based on an analysis of teachers' roles in the community, case studies of teacher education and training for community roles are described. The monograph also proposes that further investigation be undertaken to learn how teachers might be best trained for these roles. Chapter 1 discusses schools and community development; chapter 2's topic is community schools. In chapter 3, teachers are discussed, and teachers' tasks are the topic of chapter 4. Chapter 5 details case studies in teacher education and training in Tanzania, Thailand, Australia, Papua New Guinea, Sri Lanka, Sierra Leone, Canada, and Rwanda. The topic of chapter 6 is "Implications for Policy, Practice, and Research." A survey of the relationships between teachers and village communities in Sri Lank is appended. (JM)

ED 230 491 SP 022 043

*Stambler, Moses*
Health Planning. Health Policy--Paper #2.
**Southern Connecticut State Univ., New Haven. Dept. of Health Sciences.**
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Community Health Services; Decision Making; Federal State Relationship; Futures (of Society); *Government Role; *Health Needs; *Long Range Planning; Medical Care Evaluation; *Medical Services; *Needs Assessment; Policy Formation; Political Influences; Primary Health Care; Program Costs; Resource Allocation

Health planning is a complex procedure in the American federal system of multi-authorities and multi-levels of responsibility. Because of its public nature, responsibility for the area of health planning is delegated to the health professional for its substantive dimension, but to the politician-bureaucrat and public-decision-maker for its policy dimension. This analysis of health planning discusses: (1) recent historical context of health planning--hospital construction, the Comprehensive Health Planning Act of 1966; (2) issues addressed by the National Health Planning and Resources Development Act of 1974; (3) components in health care systems--federal, state, local; (4) "comprehensive planning"--all details and resources delineated before implementation; (5) "incremental planning"--long term planning calling for interim reconsideration in the light of initial experiences; (6) methods for different steps in the health planning process; (7) elements in health planning services--needs assessment and types of services; (8) Bureau of Health Planning guidelines; (9) resource allocations in health system agencies; (10) strategic health planning and marketing orientation; and (11) problems with current health planning programs. (JD)

ED 230 492 SP 022 088

*Kerker, R. M.; Clements, R. O.*
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
**Texas Univ., Austin. Research and Development Center for Teacher Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
AVAILABLE FROM- Research & Development Center for Teacher Education, 3.203 Education Annex, The University of Texas, Austin, TX 78712 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Classroom Environment; *Classroom Observation Techniques; Classroom Research; *Data Collection; Elementary Education; *Interaction Process Analysis; *Research Methodology; Student Teacher Relationship; *Teacher Behavior; Teaching Methods
IDENTIFIERS- *Five Minute Observation

The Stanford Research International (SRI) classroom observation system provides a description of the classroom environment with emphasis on interactions between teachers and students and among students. Included in the SRI observation system is the Five Minute Observation (FMO), which records classroom interactions into "frames" completed four times per hour describing "who" performed the observed action, "to whom" it was directed, and "what was done." While this system provides an excellent picture of the classroom, the amount of information provided is overwhelming. A method was developed for reducing the amount of data to be analyzed. FMO data from observations of nine second-grade classrooms was categorized by combinations of "who" and "to whom" codes found to occur most frequently. These categories were further divided into teacher-initiated and student-initiated interactions. It was felt that this system of categorization captured the major classroom interactions and excluded information of little educational value. A teacher profile created on the basis of categorical FMO can provide a basis for discerning the effects of various teaching styles on student behavior. (JD)

ED 230 493 SP 022 089

*Isham, Mark M.; And Others*
A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
**Texas Univ., Austin. Research and Development Center for Teacher Education.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 81
CONTRACT- OB-NIE-G-80-0216
AVAILABLE FROM- Research & Development Center for Teacher Education, 3.203 Education Annex, The University of Texas, Austin, TX 78712 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Career Choice; Career Development; Career Ladders; Higher Education; Need Gratification; Occupational Aspiration; *Professional Development; *Professional Recognition; *Teacher Attitudes; Teacher Characteristics; Teacher Education; *Teacher Educators; Teacher Recruitment; Teaching (Occupation)

Twenty-six tenured faculty members of schools of education were interviewed in an effort to ascertain their perceptions of the circumstances that led to their becoming teacher educators. A clear and direct continuity of development from classroom teacher to university-based teacher educator was noted. Interviewees identified advantages of a career as a teacher educator and described circumstances surrounding their decisions to enter teacher education and to leave the classroom. Majority responses involved: (1) retention of psychic rewards of classroom teaching while gaining greater material and intellectual rewards; (2) more influence and impact on the nature and quality of the profession; (3) frustration with the static nature of teaching at the elementary and secondary levels; (4) greater amount of personal freedom; (5) intellectual challenge and stimulation of university life; (6) opportunity to combine interests in various disciplines with interests in teaching; and (7) relatively easy entrance to university-based teacher education. (JD)

ED 230 494 SP 022 179

*Kuo, Wei-Fan*
The Organization and Structure of Teacher Education in the Republic of China.
PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Admission Criteria; Elementary Secondary Education; Faculty Mobility; Foreign Countries; Futures (of Society); *Government Role; Inservice Teacher Education; Preservice Teacher Education; *Student Financial Aid; *Teacher Education; *Teacher Recruitment
IDENTIFIERS- *Taiwan

Teacher college and training institutions in the Republic of China are established by the government and limited to public institutions. Graduates of institutions other than normal colleges must receive preservice training in a normal college or school of education of a public university to achieve certification. Preservice training for primary school teachers offers general education at the secondary school level and provides specialized training in pedagogics. Normal colleges and universities training secondary school teachers grant bachelor's degrees after completion of 4 years of undergraduate study and 1 year of teaching practice. Students are recruited through competitive entrance examinations, and successful candidates receive financial aid from the government. Inservice education is offered through summer and evening institutes and week-end courses, short term refresher courses, and television and broadcasting courses. Some inservice programs are directed toward higher academic degrees while others furnish teachers with new educational techniques. Future improvements are planned for upgrading junior normal colleges, providing open access to teacher education, broadening teachers' range of knowledge, and avoiding feminization of the profession and high teacher turnover. (JD)

ED 230 495 SP 022 252

*Young, Michael; Seidensticker, Mary*
A Telephone Survey of Community Attitudes Toward Sex Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Community Attitudes; Community Support; *Educational Responsibility; Elementary Secondary Education; Family Involvement; *Family Life Education; Parent Responsibility; *Parent Role; Parent Student Relationship; Public Education; *School Role; *Sex Education
IDENTIFIERS- *Arkansas

A study (telephone survey), assessing community support for school family life education programs, had two purposes: (1) to determine acceptability of school sex education programs to residents of northwest Arkansas; and (2) to identify factors related to an individual's acceptance or nonacceptance of such programs. Telephone interviews with 119 participants consisted of a maximum of 16 questions that gathered information concerning general background, educational attainment, religious involvement, experiences in discussing sex with one's own children, and views concerning sex education programs. Two major results indicated that: (1) The majority of people were in favor of public school programs of sex education (74.6 percent); and (2) A majority indicated that parents should be responsible for the sex education of their children (94.1 percent). The study identified age, educational background, talking about contraceptives, religious affiliation, and frequency of church attendance as significant correlates of attitudes toward sex education. These findings generally agreed with those of two of three major studies dealing with the topic. Several tables and references are included. (JM)

# DOCUMENT RESUME

ED 230 496 SP 022 256

*Mergendoller, John R.*
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-81-2
PUB DATE- 81
CONTRACT- 400-80-0103
GRANT- OB-NIE-G-78-0103
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Classroom Research; Communication Skills; *Cooperative Planning; *Cooperative Programs; Data Collection; Elementary Education; Inservice Teacher Education; Instructional Development; Interprofessional Relationship; *Participative Decision Making; Problem Solving; Research Design; Research Methodology; School Effectiveness; *Staff Development; Teacher Participation
IDENTIFIERS- *Collaborative Research

Collaborative research can contribute to teachers' personal growth and professional development as well as to the coordination of instructional approaches and goals throughout the school. Collaborative research in teaching can be defined as research conducted inside the classroom by two or more individuals with different role orientations and professional concerns. The collaborative effort can be seen in the mutual work and ideas of the Ecological Perspectives for Successful Schooling Practice Project (Far West Laboratory for Educational Research and Development, San Francisco, California) and of another research project, Interactive Research and Development on Teaching (Tikunoff, Ward, and Griffin). Three general characteristics of collaborative research are: (1) Collaborative research requires the establishment of parity among collaborators; (2) It demands the maintenance of reciprocal relationships among team members representing different professional orientations; and (3) It requires the establishment of a common language among its participants. Three collaborative research activities found particularly productive are: (1) open-ended interviews; (2) collaborative data analysis; and (3) collaborative planning. Collaborative research on teaching has a central role to play in staff development programs. It provides an important core of activities in which teachers and researchers come together and examine the problems and possibilities of teaching. (JM)

ED 230 497 SP 022 258

*Ward, Beatrice A.; And Others*

Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981).

**Far West Lab. for Educational Research and Development, San Francisco, Calif.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-81-17
PUB DATE- Nov 81
CONTRACT- 400-80-01-03
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021)
DESCRIPTIONS- *Institutional Characteristics; *Junior High Schools; Junior High School Students; *Middle Schools; School Effectiveness; Secondary School Curriculum; Secondary School Teachers; Socialization; *Student Adjustment; *Student Characteristics; *Student Development; Student Needs; Student Participation; Student Teacher Relationship

This is a report of a meeting held: (1) to examine and discuss the results of the Junior High Transition Study in light of the work of other researchers; and (2) to develop a collective statement about what is and is not known about successful schooling at the junior high level and about problems on which future efforts should focus. The first part of the report summarizes the written and spoken reports and comments that made up the substance of the meeting. It is organized under six topics: (1) nature of the target junior high school in the Transition Study and nature of a "typical" or "modal" junior high/middle school; (2) characteristics of successful junior high/middle schools; (3) junior high/middle school curricula; (4) indicators of successful transition to junior high/middle school; (5) student participation, as defined in the Transition Study; and (6) social aspects of a student's junior high/middle school experience. The second part of the report looks briefly at recommendations for future research related to junior high/middle school education. The appendix consists of written comments from the following participants: Rita Apter, Patricia Ashton, Naida Bagenstos, Walter Doyle, Thomas Good, Virginia Koehler, Joan Lipsitz, Ruth Lunnie, Mary Metz, Frances Robinson, Hershel D. Thornburg, and Lawrence Lopes. (JM)

ED 230 498 SP 022 260

*Rounds, Thomas S.; And Others*
An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-81-13
PUB DATE- 81
CONTRACT- 400-80-01-03
GRANT- OB-NIE-G-78-0103
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Authoritarianism; *Behavior Standards; Class Organization; *Classroom Environment; Classroom Research; *Classroom Techniques; *Discipline Policy; Elementary Education; Elementary School Students; School Effectiveness; Socialization; *Student Behavior; Teacher Attitudes

Reported on is an analysis of rule systems established in successful elementary school classrooms. The report's first chapter provides an introduction to this verification inquiry, part of a larger study, Ecological Perspectives for Successful Schooling Practice. In chapter 2, the sample, methodology, and data analysis procedures used in the rules analysis are described. The 11 classrooms, and the teachers and students in them, from the elementary school studied are described. Also discussed are data collection procedures, including narrative descriptions and classroom observations. Data analysis methodology, including identification of rules in each classroom, classification of rules, and consonance of rules across classrooms, is detailed. The third chapter discusses the nature of the rules found as a result of the study, and an analysis of rules across the classrooms is included. An analysis of rules within categories covers classroom regulations in the following areas: procedural, academic, talking and noise, mobility, ethical, school-imposed, and miscellaneous. Conclusions regarding the findings are drawn in the fourth chapter. References are included along with two appendices which present instructions to teachers for coding classroom rules and charts of teachers' rules. (CJ)

ED 230 499 SP 022 261

*Mergendoller, John R.; And Others*
An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-81-14
PUB DATE- 81
CONTRACT- 400-80-01-03
GRANT- OB-NIE-G-78-0103
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Authoritarianism; *Behavior Standards; Class Organization; Classroom Environment; Classroom Research; *Classroom Techniques; Discipline Policy; Elementary Education; Elementary School Students; School Effectiveness; Socialization; *Student Attitudes; *Student Behavior; Teacher Influence

This document reports on an inquiry into elementary school students' perceptions of important classroom rules and of the teacher's authority. Chapter 1 provides an overview to this verification inquiry, part of a larger study, Ecological Perspectives for Successful Schooling Practice. The next chapter reports on the findings on children's social-cognitive understanding of rules and authority. Students' perceptions of rules are analyzed by individual classroom and across classrooms, and students' perceptions of teacher authority are studied and reported on in two phases. Chapter 3 presents information on study participants (75 elementary school students), data collection methodology (interviews and questioning techniques), and analysis of data on rules and authority. A list of references is included, along with 18 tables presenting study data. (CJ)

ED 230 500 SP 022 262

*Mitman, Alexis L.; And Others*
Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives for Successful Schooling Practice.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-81-15
PUB DATE- 81
CONTRACT- 400-80-01-03
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Authoritarianism; *Behavior Standards; *Case Studies; *Class Organization; Classroom Environment; Classroom Research; *Classroom Techniques; Elementary Education; Elementary School Students; Elementary School Teachers; School Effectiveness; Socialization; Student Behavior; Student Participation; *Student Reaction

This study reports on work activities structures, student social cognitive understanding, and student participation as ecological perspectives from which to describe and analyze the teaching that took place in one elementary school. Detailed descriptions of the ecological features of 10 elementary school classrooms are presented, and an across-teacher analysis is made of the relationships among these features. Chapter 1 provides an introduction to this verification inquiry, part of a larger study, Ecological Perspectives for Successful Schooling Practice. The second chapter provides an overview and summary of the case studies, covering such areas as: (1) questions for the case study analysis; (2) across-teacher summary for the components of the three ecological perspectives; (3) findings for each of the case study questions; and (4) summary and conclusions about successful schooling. Chapter 3 discusses research methodology, including sample (10 teachers and their 219 students), data collection sources (classroom observation, teacher reports, teacher interviews, student interviews), and procedures (preparation of case studies, research phases, across-teacher analysis). Ten case studies, examining individual classrooms and their work activities and student response, are described in chapters 4-13. References, appendices containing classroom materials and classroom maps, and tables presenting study data are included. (CJ)

ED 230 501                                    SP 022 263

*Rounds, Thomas S.; And Others*

Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice.

**Far West Lab. for Educational Research and Development, San Francisco, Calif.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-82-3
PUB DATE- 82
CONTRACT- 400-80-01-03
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Classes (Groups of Students); *Class Organization; Classroom Communication; *Classroom Environment; Classroom Observation Techniques; *Classroom Techniques; Elementary Education; Elementary School Students; Grade 6; Grade 7; Junior High Schools; Junior High School Students; Middle Schools; School Effectiveness; *Student Adjustment; *Student Behavior; Student Characteristics; Student Teacher Relationship; *Teacher Behavior; Teaching Methods

This volume, part of the Junior High School Transition Study which examined students' adjustment to junior high school, reports on findings related to instructional organization in elementary and junior high schools. Chapter 1 presents a brief overview of the project and outlines the theoretical framework used to describe and compare the ways in which instruction was organized in the sixth and seventh grade classrooms that were observed. It also includes a brief description of the way in which the organizational data were collected. Chapter 2 summarizes the findings regarding organization of instruction in 13 sixth grade classrooms that fed into Waverly Junior High School and 14 seventh grade classrooms at Waverly. Chapter 3 describes the particular organization of each of the sixth grade classrooms involved in the study; chapter 4 does the same for the seventh grade classrooms. Chapter 5 presents a brief description of the transition study teacher samples and the methodology used to collect data. This volume includes 39 tables and a bibliography. (JM)

ED 230 502 SP 022 264

*Mitman, Alexis L.; And Others*
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-81-3
PUB DATE- 81
CONTRACT- 400-80-01-03
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; Class Organization; Elementary Education; *Elementary School Students; Grade 6; Grade 7; Junior High Schools; *Junior High School Students; Middle Schools; School Effectiveness; Sex Differences; *Student Adjustment; *Student Attitudes; Student Characteristics; Student Development; Student Needs; Student Participation; Student Problems; Student School Relationship
IDENTIFIERS- *Concerns Questionnaire; *Student Opinion Survey

A critical ingredient for understanding the experiences that students undergo in the transition from elementary school to junior high school is the students' changing perceptions. The Ecological Perspectives for Successful Schooling Practice Junior High School Transition Study tapped the perceptions of students in transition using data from two instruments that were administered by cooperating school districts. Students completed the Student Opinion Survey (SOS), an instrument measuring general attitudes toward school, at the end of the sixth and seventh grades. Students also completed a Concerns Questionnaire during the fifth week of seventh grade. For this instrument, students responded to a list of potential transition concerns by indicating the degree of their concern both when they first entered junior high school and at the present time. Results from the two instruments are different in that students expressed fairly consistent dissatisfaction with junior high school on the SOS, but indicated few problems in the transition to junior high school. Explanations for this discrepancy are considered. The report contains 62 tables, and the SOS survey and Concerns Questionnaire are appended. (JM)

ED 230 503 SP 022 265

*Ward, Beatrice A.; And Others*
Students' Experience during and Response to Transition to Junior High School. Junior High School Transition Study, Volume IV.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 82
CONTRACT- 400-80-01-03
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Academic Achievement; Classroom Environment; Elementary Education; *Elementary School Students; Grade 6; Grade 7; Junior High Schools; *Junior High School Students; Middle Schools; Peer Relationship; School Effectiveness; *Student Adjustment; Student Attitudes; Student Behavior; Student Characteristics; Student Needs; *Student Participation; Student School Relationship; Student Teacher Relationship

This volume, part of the Junior High School Transition Study, reports on findings regarding one of five areas of interest in the study. Questions being addressed are: (1) How do students participate in, and respond to, junior high school instruction? (2) Do students respond differently in different circumstances? and (3) Are these differences, if any, related to the success of students' transition to junior high school? The data base for this report includes case descriptions of 24 target students whose progress was followed from their sixth-grade classes in elementary school to their seventh-grade classes in junior high school. The first chapter provides an introduction to the study, part of the Ecological Perspectives for Successful Schooling Practice project. Findings are reported in chapter 2, as are the four criteria for judging students' success in transition in chapter 3. The fourth chapter details research methodology, study participants, and data collection and analysis. Fifteen tables accompany the text. (JM)

ED 230 504 SP 022 266

*Mergendoller, John R.; And Others*
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- EPSSP-81-5
PUB DATE- 81
CONTRACT- 400-80-01-03
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Elementary Education; Elementary School Students; Grade 6; Grade 7; Junior High Schools; *Junior High School Students; School Effectiveness; *Secondary School Teachers; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Reaction; Student Teacher Relationship; Teacher Behavior; *Teacher Characteristics; Teacher Effectiveness; *Teaching Styles

In open-ended interviews, students characterized their teachers as: mean, hard, easy, good, strict, fun, or nice. Analyses of later student interviews suggested that, when these seventh-grade students conceptualize their teachers, they attend to four major foci: (1) academic work students are expected to complete; (2) teachers' instructional facility; (3) nature of students' daily classroom experiences; and (4) teachers' personal characteristics. These foci can be further subdivided into themes. When discussing their academic work, students mentioned: the quantity of the assigned work, the difficulty of this work, and the grading standards that the teacher used to evaluate the work. When students considered the instructional facility of their teachers, their comments centered around the quality of explanations provided by the teacher, and the individual assistance the teacher was willing to provide. In describing their classroom experiences, students mentioned: (1) disciplinary strategy employed; (2) tolerance for inappropriate behavior; (3) degree to which students were encouraged to manage their classroom activities; and (4) overall affective character of the class. Students also talked about teachers' personal characteristics, including temperament, displays of temper, and relationships established with students. (JM)

ED 230 505 SP 022 267

*Ward, Beatrice A.; And Others*
Junior High School Transition Study, Volume VII. Executive Summary.
**Far West Lab. for Educational Research and Development, San Francisco, Calif.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 15 Nov 82
CONTRACT- 400-80-01-03
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Class Organization; Elementary Education; *Elementary School Students; Grade 6; Grade 7; Junior High Schools; *Junior High School Students; Parent Student Relationship; Peer Relationship; *School Effectiveness; *Student Adjustment; *Student Attitudes; Student Development; Student Evaluation of Teacher Performance; Student Needs; Student Problems; Student Reaction; Student School Relationship; *Student Teacher Relationship

This report summarizes the findings of the Junior High School Transition Study. Section 1 describes the data base used in all three phases of the study. Section 2, "Organization of Instruction," discusses the instructional organization in grades six and seven and the implications for successful student performance in junior high/middle school. In the third section, students' concerns and feelings about their school experience are described. This section contains the results of the Student Opinion Survey, and of the Concerns Questionnaire, a comparison of certain key results of each instrument, and implications for improving the transition process and teaching practices. "Students' Response to Junior High School," section 4, discusses findings regarding students' success in transition, changes in student participation, success of students in general, and implications for improving junior high/middle schools. Section 5, "Students' Conceptions of Teachers and Classroom Experience," includes teacher descriptions, profiles of teacher types, and implications for improving instruction. "Parents' Concerns," section 6, discusses concerns that were reported, criteria for successful transition, and implications. A summary, references, and 6 tables are also included. (JM)

ED 230 506 SP 022 277

*Sharpes, Donald K.*
Developing International Understanding in Teacher Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Access to Education; Cultural Awareness; *Developing Nations; *Economic Factors; Foreign Countries; Foreign Students; *Global Approach; Government Role; Higher Education; Literacy; Multicultural Education; *Political Influences; *Population Growth; Rural Education; Social Problems; *Teacher Education

Major social science concepts that have an impact on a study of teacher education in developing nations are discussed. The relationship between national progress and teacher education is considered, and economic, political, and social realities facing these nations are pointed out. Among those discussed are: (1) economic problems of high population gains; (2) increasing demands for child labor; (3) the problem of school-age populations outstripping teacher education resources; (4) school involvement in training for rural development and improvement of production and the environment; (5) development of universal literacy and numeracy; (6) education as a social good; (7) social class values and attitudes; (8) social differences between the educated and the illiterate; and (9) national attitudes toward educating teachers. It is argued that American colleges and universities have a responsibility to produce teachers who are aware of the people and problems of the developing world, as well as a responsibility toward foreign students who come to the United States to study. (JD)

ED 230 507 SP 022 280

*Brassie, P. Stanley*

Faculty Evaluation in the Division of HPERD at the University of Georgia.

PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Annual Reports; *Evaluation Criteria; *Evaluation Methods; Faculty Development; *Faculty Evaluation; Higher Education; *Merit Pay; *Merit Rating; Occupational Information; Peer Evaluation; *Physical Education Teachers; Professional Recognition; Teacher Educators; Teacher Evaluation
IDENTIFIERS- University of Georgia

A faculty evaluation system at the University of Georgia identifies and differentiates meritorious performance of individual faculty members. The evaluation system, which is used for faculty in the Division of Health, Physical Education, Recreation, and Dance (HPERD), incorporates the use of a job description, an annual report of activity, and an evaluation of the performance of that activity in light of the job description. At the beginning of each year, a faculty member and the department head meet to formulate the faculty member's job description for that calendar year. Expectations are discussed and agreed upon in the categories of instruction, research/scholarly activity, and service. At the end of the calendar year, each faculty member submits to the department head an annual report which covers all professional activities accomplished under the aforementioned categories. The Merit Service Committee, elected by the faculty, reviews each report in light of the job description. They then rate the teacher according to an already established numerical rating system. Both the department head and HPERD division head also rate each individual. There are avenues for appeal. The HPERD division head, after receiving salary budgets for the next fiscal year, then assigns a percentage salary increase to each merit rating. Multiple evaluation forms are appended. (JM)

ED 230 508 SP 022 282

*Waimon, Margaret C.; And Others*

The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; *Behavioral Objectives; *Education Majors; Higher Education; High Schools; Persistence; Preservice Teacher Education; *Secondary School Teachers; Student Participation; Teacher Education Programs; Teacher Effectiveness; *Teacher Improvement; *Time on Task

An experimental preservice teacher education program was developed to train prospective high school teachers to increase academic learning time through identification and arrangement of instructional tasks of personal and social significance. Participants were 34 junior-level prospective teachers who were subjected to two treatments which culminated in a 3-week pre-student-teaching clinical experience at a university laboratory high school. Twelve high school classes, comprising approximately 280 students, were involved in the study. Random pairs of subjects, one from the experimental group and one from the control group, were assigned to high school classes. The supervising teacher of each high school class selected a chapter from the text being used by the class, and subject pairs assigned to each class were given a semester to prepare to teach the chapter's content to students. Subjects in the control group received a traditional competency based teacher education program. Subjects in the experimental group received task-significance training, which begins with content analysis, proceeds to identifying educational levels, and then establishes appropriate behavioral objectives. Results supported the prediction that teachers in the experimental program would increase academic learning time to a greater extent than would subjects in the traditional program. (JMK)

ED 230 509 SP 022 295

*Brooks, Dana*
An Investigation of the Leadership Style of Selected Basketball Coaches.
PUB DATE- 3 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Athletic Coaches; *Basketball; Elementary Secondary Education; Evaluation Criteria; Higher Education; Interpersonal Competence; *Interpersonal Relationship; *Leadership Styles; *Personality Traits; Personnel Selection; Teacher Characteristics

A study sought to identify leadership styles of basketball coaches and to investigate the relationship between leadership style and criteria by which coaches select players. Thirty-seven elementary, high school, and college/professional coaches participated. Two instruments were used: the T-P Leadership questionnaire, which measures two dimensions of leadership--task oriented or people oriented, and the Least Preferred Co-Worker Scale (LPC). Findings suggested that the LPC Scale and the T-P Leadership questionnaire assessed different dimensions of leadership style. A significant inverse relationship was found between people-oriented leadership style and task-oriented leadership style. Assessment by the T-P Leadership questionnaire indicated that subjects were more concerned with winning than with developing interpersonal relationships. Results also suggested that task oriented coaches tended not to select basketball players to the guard or forward positions, based on the criteria of leadership ability. Task oriented coaches were perceived as autocratic and unwilling to share leadership authority. (JD)

# DOCUMENT RESUME

ED 230 510 SP 022 299

*Clarken, Rodney*
Evaluating Teacher Education Graduates and Programs.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Admission Criteria; Competency Based Teacher Education; Educational Trends; *Evaluation Criteria; *Evaluation Methods; Futures (of Society); Higher Education; Peer Evaluation; *Preservice Teacher Education; Questionnaires; Schools of Education; Standardized Tests; Teacher Certification; *Teacher Education Programs; Teacher Effectiveness; *Teacher Evaluation

Schools, colleges, and departments of education are becoming increasingly accountable for the training and evaluation of competent teachers, and are developing new ways to evaluate their graduates and their programs. The National Council for Accreditation of Teacher Education (NCATE) has identified three areas for evaluating teacher education graduates: competency, entry, and effectiveness. Data for evaluation of teacher education graduates could be obtained from four categories: (1) career line data; (2) direct classroom observation; (3) pupil, peer, and supervisory evaluations; and (4) standardized measures. Each of these categories relates to an NCATE evaluation standard. At present, standardized measures seem the most efficient and reliable evaluative data available to teacher educators for determining the quality of their graduates and their teacher education programs. These standardized measures take the form of competency examinations (before certification) and student achievement measures (after entry into the profession). Other measures of teacher performance include classroom observation and pupil, peer, and supervisory evaluations. More refined measures need to be developed to be used as admission standards to schools of education. (JM)

ED 230 511 SP 022 314

*Hopkins, Scott; And Others*

Entry-Year Assistance Committee: A Support System for Beginning Teachers.

PUB DATE- May 83

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- Administrator Role; *Beginning Teachers; *Helping Relationship; Higher Education; *Peer Counseling; *Peer Evaluation; *Probationary Period; Role Conflict; Staff Development; *Teacher Certification; Teacher Education; Teacher Evaluation

Recent legislation in Oklahoma stipulates that upon graduation a teacher is issued a license instead of a certificate which only may be obtained after successful completion of the first year of teaching. An Entry-year Assistance Committee is assigned to each new teacher. This Committee, composed of a representative of higher education, the building principal, and an experienced teacher, is responsible for assisting, guiding, observing, and evaluating the beginning teacher. While the Committee may recommend granting or withholding a certificate at the end of the first year, its primary function is one of support and helpfulness. Periodic meetings and observations occur throughout the year and the beginning teacher remains in close contact with Committee members and is kept fully informed of evaluation comments. The teacher may call upon any member of the Committee for assistance. Some areas of concern projected for this newly-instituted program are: funding, legal implications of the Committee refusing certification, and possible role conflict on the part of the school principal. Details of committee functions are described and evaluation instruments are appended. (JD)

ED 230 512 SP 022 323

*Goodman, Jesse*
An Analysis of the Relationship between University Coursework and Field-Based Experience: A Question of Relevance.
PUB DATE- Apr 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Content Analysis; *Curriculum Development; Educational Theories; Elementary Education; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Relevance (Education); *Student Attitudes; *Student Teachers; Teacher Behavior; Teacher Education Curriculum; Teacher Role; Teaching Experience

Student teachers were observed at their practicum sites and in their university courses to determine the relationship of education courses to field experiences in an elementary education program designed to integrate these two components. The curriculum and nature of instruction found at the practicum sites were highly structured, predetermined, and mechanistic. Bringing children to a certain academic level within a prespecified time period appeared to be the purpose of schooling, and the emphasis was predominately on reading. Most students' major concern was on the product, not the process, of education. Most professors in the university classes supported the emphasis on the basic skills approach to reading, as well as the emphasis on organization and a managerial conception of teaching. A passive attitude toward curriculum development was supported in most education courses. Professors rarely asked students to seriously question what was important to teach in different subject areas. Students were encouraged to see that their job, as teachers, was to implement, not design, curriculum. Philosophical, social, and political criteria upon which curriculum decisions are based are discussed, and their implications for teacher education are examined. Four pages of references are included. (JD)

*Glickman, Carl D.*
Directions for Research on Supervisory Conference Approaches Appropriate to Developmental Levels of Teachers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Beginning Teachers; Developmental Stages; Higher Education; Research Needs; Research Opportunities; *Research Projects; Supervisors; *Supervisory Methods; *Teacher Attitudes; *Teacher Characteristics; Teacher Evaluation; *Teacher Supervision; Teaching Experience
IDENTIFIERS- *Flexibility (Attitude)

This paper discusses current and future research on alternative supervisory approaches matched to developmental levels of teachers. The two major questions for research were: (1) Is there an interaction between individual characteristics of teachers and supervisory approach with regard to preference and performance? and (2) Can supervisors acquire greater flexibility in using different approaches? Answers, drawn from prior research, include: (1) Experienced teachers do vary on their preferences between non-directive and collaborative supervisory approaches; (2) Beginning teachers prefer a directive supervisory approach; (3) A correlation between teacher conceptual level with preference of performance with certain supervisory approaches has not been found; and (4) There has not yet been research conducted on supervisory flexibility in acquiring new interpersonal behaviors. Research on supervisory flexibility is about to begin. At least three studies will be conducted in 1983-84 to find further answers to the aforementioned questions. Several diagrams, references, and a list of studies in progress and to be undertaken are appended. (Author/JMK)

ED 230 514 SP 022 325

*Champion, Robby*
Faculty Reported Use of Research in Teacher Preparation Courses: Six Instructional Scenarios.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Objectives; *Educational Research; Higher Education; Information Dissemination; Preservice Teacher Education; *Research Utilization; *Teacher Attitudes; *Teacher Education Curriculum; *Teacher Educators; Teacher Motivation; Teaching Methods

Interviews were conducted with 30 teacher educators and the chairperson or dean in 6 undergraduate teacher education programs to investigate their use of research in teacher preparation. Among the findings was evidence that faculty typically learn about research through journals and conferences and discuss research most often in context with other issues, such as program revision and accreditation. Faculty members would be encouraged most to get involved with research by released time and seed grants and are inhibited by lack [illegible] free time, other work priorities, and committee responsibilities. Research is typically regarded as one process for gaining knowledge and exposing students to a wide variety of ideas, and research findings are selected for discussion on the basis of fitting into the existing conceptual structure of the course, the instructor's own standards, and easy availability. Most frequently cited instructional objectives for using research were to develop critical thinking and supplement the existing knowledge base. Faculty most frequently emphasized theories underlying research findings or answers and kinds of studies rather than individual investigations. (JD)

ED 230 515 SP 022 326

*Bogad, Carolyn McWilliams*
The Process of Deciding "Not" to Become a Teacher.

PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Attitude Change; Career Change; *Education Majors; Graduate Surveys; Higher Education; Preservice Teacher Education; Self Determination; Self Evaluation (Individuals); Student Attitudes; *Teacher Persistence; *Teaching (Occupation); *Values; Work Attitudes

A study, examining why some students in a credentials program chose not to become teachers, had three purposes: (1) to describe processes involved in becoming a "statistical dropout"; (2) to describe unsuccessful recruitment and socialization processes to improve the knowledge base and to understand where future interventions could be made; and (3) to learn more about the recruitment/socialization/control issue by studying negative cases (those who decided not to pursue a teaching career after completing preservice training). Interviews were held with subjects at the completion of their five year credential program at the University of California, Santa Barbara. During the initial screening interviews, various categories of "reasons" for not seeking a teaching position emerged: (1) "attractive career alternative"; (2) "basic value conflict with the orientation of the profession"; and (3) "hesitancy to set up an adult life structure." The decision not to teach was seen by all subjects as an "inner directed" decision, and individual reasons given for decisions were all based on value conflicts. Case studies of individuals representing each category are included. (JM)

ED 230 516 SP 022 327

*Farrar, Mary Thomas*
Tacit Knowledge of Questioning Strategies: An Aspect of Teachers' Practical Knowledge.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Discourse Analysis; *Discussion (Teaching Technique); Elementary Education; *Interpersonal Communication; *Questioning Techniques; Student Teacher Relationship; *Teaching Methods

Six question and answer exchanges between a teacher and a student were analyzed to illustrate teachers' intuitive practical knowledge of questioning skills. It is suggested that this knowledge of questioning techniques is systematic and organized and that the teacher draws intuitively from a systematic framework of questioning patterns. A theory of instruction as "joint proposition achievement" is proposed to account for the use of the question/answer format. The question is depicted as a threatening gesture while the response is depicted as one of compliance. The phrasing of teacher questions to include mutuality-enhancing devices such as hints is seen as an attempt to diminish the power of the question form, as a means of encouraging response, and consequently, the joint achievement of propositions. A flow chart of the question-answer exchange is presented with an accompanying discussion demonstrating the underlying conceptualization of instruction made evident by the questioning techniques of the teacher and the taxonomy of mutuality-enhancing devices which appear in the exchange. (JD)

ED 230 517 SP 022 329

*Frazer, Gregory H.; Gold, Robert S.*
Connotations of Health Education Related Journals: A Factor Analytic Study.
PUB DATE- 7 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Measures; *Attitudes; *Evaluation; Evaluation Criteria; Evaluation Methods; *Health Education; Health Materials; *Health Personnel; Higher Education; *Periodicals; Reading Materials; Research Methodology; Semantics; Teacher Attitudes

A study measured the connotations of selected health education related journals to their professional readers. The subjects were 250 randomly selected, college-affiliated health educators listed in "A National Directory of College and University Health Education Programs and Facilities 1981." Journals evaluated included: (1) "American College Health Journal"; (2) "American Journal of Public Health"; (3) "Health Education"; (4) "Health Education Quarterly (Monographs)"; (5) "Health Values: Achieving High Level Wellness"; (6) "International Journal of Health Education"; and (7) "Journal of School Health." The seven journals were selected because the combined readerships of the journals were thought to represent the gamut of health professionals. The semantic differential scales utilized consisted of 20 scales that measured the connotations of specific journals to their readers. Results are discussed, including findings on internal consistency and reliability. Four factors generated from principle component analysis are also discussed: reputation, interest, worth, and orientation. Five tables are included (JMK)

ED 230 518 SP 022 331

*Molnar, Linda Ann*
Elementary Death Education.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTIONS- *Childhood Attitudes; *Childrens Literature; Curriculum Design; *Death; *Developmental Stages; Elementary Education; Psychological Patterns; School Community Relationship; *Teaching Methods

The value of death education at the elementary school level is discussed. It is pointed out that death education can be helpful in preparing children to cope with death by reducing anxiety, which would enable them to adjust to future experiences. It is suggested that close cooperation between parents, school, and the community is important in implementing a death education course. Guidelines are offered for designing a death education curriculum. General attitudes, assumptions, and beliefs about death common to children between the ages of 3 to 5, 6 to 8, and 9 and older are outlined, and concepts appropriate when discussing death with each of these age groups are delineated. The value of using children's books to help them deal with death related experiences is discussed, and a list of suggested resources is included. (JD)

ED 230 519 SP 022 335

*Novak, John M.; Bennett, Allan C.*
Informally Inviting Moral Development: Teacher Perception and Behaviour Regarding the Handling of Moral Transgressions.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Antisocial Behavior; Cheating; Elementary Education; Elementary School Students; Elementary School Teachers; *Moral Development; Moral Values; Stealing; *Student Behavior; Student Needs; Student Teacher Relationship; *Teacher Attitudes; Teacher Influence; *Teacher Response; Value Judgment

This paper looks at some factors which may affect teachers as they attempt to informally invite moral development. Such invitational education, it is noted, stresses the importance of teacher behaviors which intentionally bid students to see themselves as valuable, able, and responsible persons who can behave accordingly. Using pilot study data from interviews with primary school teachers, part I of this paper examines how they handle difficult human relations situations, what they perceive as the ideal way to deal with these situations, and what perceived constraints prevent them from behaving in this ideal manner. Part II looks at written critical incidents submitted by teachers to see if there is a shift in their basic perception of self, others, purpose, and frame of reference in relationship to non-moral and morally transgressing situations. The final part of the paper attempts to bring together the implications of the first two parts to provide suggestions for inviting moral development. The study contains five charts, references, and seven appendices. (Authors/JM)

ED 230 520 SP 022 337

*Watkins, J. Foster; Stanford, Ronnie L.*
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Admission Criteria; Educational Testing; Grade Point Average; Higher Education; *Norm Referenced Tests; *Preservice Teacher Education; *Selective Admission; Standardized Tests; *State Standards; *Teacher Certification; Test Validity
IDENTIFIERS- *ACT Assessment; Alabama

The impact of admission criteria to teacher education programs in Alabama and the impact of a recently established exit examination required for certification were examined. Current admission criteria included: (1) completion of 60 semester hours of the approved general studies program with a grade point average (GPA) of at least 1.2 on a 3.0 scale; (2) a minimum score of 70 on the Alabama English Language Proficiency Test; and (3) a minimum score of 16 on the American College Test (ACT). Students must also make formal written application, complete interviews with faculty, and have pre-professional laboratory experiences designed to aid in making career decisions. Certification depends upon successfully completing the program and passing the Alabama Initial Teacher Certification Test (AITCT) which includes a Basic Professional Studies Test (BP) and a Teaching Field Test (TF). An analysis of correlational relationships among ACT scores, GPA, and the BP and TF portions of the AITCT, based on a sample of 150 graduates, raised questions regarding reliance on a norm-referenced measure such as the ACT for making admission, retention, and certification decisions at any of the several decision points in the process of teacher education. (JD)

ED 230 521 SP 022 339

*Aycock, Kathy; Blackston, Joseph*

Staff Development: A Mutual Accountability Model. The New Albany, Mississippi Plan.

PUB DATE- 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Accountability; *Administrator Responsibility; Elementary Secondary Education; Evaluation Criteria; *Inservice Teacher Education; Parent Teacher Cooperation; *Principals; *Staff Development; Student Evaluation; *Teacher Administrator Relationship; Teacher Evaluation; Teacher Improvement

The mutual accountability model is a vehicle for equitable evaluation, with staff and instructional improvement as the goal. The model's basic assumption is that responsibility for student achievement rests not solely on the teacher but is shared by the school principal, other school personnel, and parents. The model's plan is comprised of three major sections: program design, program description, and program evaluation. Program design involves a topical outline of course content for each subject in the school's instructional program. The program description adds: (1) objectives for each topic in the program design, stated in terms of student behavior; (2) process or procedures, which describe student and teacher activities which occur during instruction; and (3) resources or materials which are available to students and teachers for each objective. For each of these objectives, there is a corresponding, specified evaluation method. Basic to the model is a clearly stated agreement between teachers and the principal on teachers' duties, support expected from the principal and parents, and a mutual assessment, arrived at through periodic meetings, of the developmental needs and requirements of the teacher. Appendices describe the model and contain various corresponding materials. (JD)

ED 230 522 SP 022 342

*Zwink, Timothy A.; Hensley, Stephen R.*
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Professional Training; Program Development; Program Implementation; Public Education; *Regional Cooperation; *Regional Programs; *Rural Education; School Districts; Teacher Centers; *Teacher Workshops
IDENTIFIERS- *North West Oklahoma Inservice Cooperative

The North West Oklahoma In-Service Cooperative (NWOIC), established in 1980, encourages, promotes, and channels faculty development and needs in the rural northwestern quadrant of Oklahoma. Its objectives are: (1) to aid northwestern Oklahoma school districts in the structure and administration of local faculty development plans; (2) to develop cooperation and communication among local school districts; and (3) to provide greater utilization of creative and innovative faculty resources to further educational opportunities for the students of public schools in northwestern Oklahoma. All school districts in northwestern Oklahoma are eligible for membership in the NWOIC, which is governed by the member school districts and not by an institution of higher learning. The NWOIC has established six satellite centers for staff development and has assisted its members in writing state mandated staff development plans by means of needs assessment surveys. Since NWOIC's inception, its Board of Directors has provided more than 40 inservice staff development workshops and has functioned as coordinator for a number of other cooperative activities. The NWOIC is continually investigating possibilities to improve future inservice staff development activities and services. NWOIC's constitution is appended. (JMK)

ED 230 523 SP 022 343

*Berman, Barbara; Friederwitzer, Fredda J.*
A Research-Based Staff Development Model: The Premise and the Program.
**Educational Support Systems, Inc., Staten Island, NY.**
PUB DATE- Nov 82

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; *Inservice Teacher Education; Institutes (Training Programs); Mathematics Instruction; *Metric System; *Peer Teaching; Staff Development; Teacher Workshops
IDENTIFIERS- *Project SITE; *Turnkey Systems

Project SITE (Successful Inservice through Turnkey Education) is an exemplary staff development program which provides training in mathematics content and appropriate methodology to elementary school teachers (grades 2-6). Participants interact with manipulative materials, taking an active role in their own concept development and learning of mathematical skills. Effective instruction in metric measurement must incorporate a number of mathematics concepts and skills, such as estimation, place value, decimals, area, perimeter, and volume, and Project SITE curricula includes these as well as several other topics. Participants receive 4 days of mathematics instruction, spaced over a period of time, to allow for classroom tryouts of activities and materials. Upon completion of the training sessions, the second phase of the inservice program begins. This phase involves the training of other teachers in each participating school building or district via the multiplier approach. The original participants, or turnkey teachers, conduct inservice programs for their colleagues. The turnkey workshops are conducted during various time periods, and the presence of the turnkey trainers in each participating building permits the program to respond to individual school needs. The Project SITE staff development program has proven to be an efficient means of providing mathematics instruction to elementary school teachers. (JMK)

ED 230 524 SP 022 347

*Schiamberg, Lawrence B.*
Is Growing Old Inevitable? A Systems Perspective to Biological Changes and Educational Priorities in Later Adulthood.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTIONS- *Aging (Individuals); Cultural Influences; *Exercise; Exercise Physiology; Lifelong Learning; *Life Style; Lifetime Sports; Majority Attitudes; *Older Adults; Physical Activities; *Physical Activity Level; *Physical Fitness; Physical Mobility

This paper provides a brief review of theory, research, and educational implications for the role of exercise in controlling select biological and physiological changes which have traditionally been assumed to simply "happen" to the older adult. It is noted that recent research has suggested that many biological and physiological effects of growing older--the physical decline which occurs in many older adults--are primarily the result of such lifestyle factors as disuse or simply being "out of shape." Research reviewed in this paper points toward the critical role of lifestyle in the maintenance of health and the prevention of some of the disabling conditions often associated with age. Changes in attitudes towards physical fitness programs for older adults are discussed, and it is noted that, several years ago, medical experts, physiologists, and educators might have ignored or written off physical fitness programs for older adults as somewhat pointless. Cited research suggests that some of the symptoms of old age may be controlled or partially reversed through good physical conditioning. Implications for lifespan educational organization and design and for older adult educational programs are discussed. (Author/JM)

ED 230 525 SP 022 348

*Klein, Daniel; And Others*
Sex Education Program Outcomes: Student and Alumni Perceptions.
PUB DATE- 9 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Followup Studies; *High School Graduates; High Schools; *High School Students; Knowledge Level; *Outcomes of Education; *Program Effectiveness; Self Concept; *Sex Education; Student Attitudes; Student Development; Values

A study investigated the impact of sex education on current high school students and high school alumni. Studied were the views of current students and alumni, about the achievement of 33 program outcomes, at two high schools (one in the East and the other in the Midwest) identified as having exemplary sex education programs. The Sex Education Program Outcome Inventory examined participant changes

in: knowledge, understanding of self, values, interaction skills, fear of sex-related activities, and self esteem. High school students were surveyed in school, and alumni were surveyed by mail. Students and alumni reported knowledge, attitude, and interpersonal gains as a result of their school's sex education program. However, alumni responses at one school, to three outcomes concerned with changes in values and interactions skills, may warrant additional inquiry. It appears that sex education program impact may decrease with time. Further studies might isolate and address involved factors in decreased impact over time. A bibliography and four tables are included. (Author/JM)

# DOCUMENT RESUME

ED 230 526 SP 022 353

*Purinton, Michael*
Three Keys to Successful Staff Development: Evaluation, Participant Planning and School-Based Programming.
**Northeast Florida Educational Consortium's Teacher Education Center, Bostwick.**
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Achievement Gains; *Classroom Techniques; *Discipline; Elementary Education; *Inservice Teacher Education; Needs Assessment; *Participative Decision Making; Program Evaluation; *Staff Development; Student Behavior; Teacher Attitudes

A successful inservice program designed to improve teachers' classroom discipline procedures and establish school-wide policies for behavior and conduct in an elementary school is described. The program's positive effects on both teachers and students was attributed to the following reasons: (1) The program was school-based, school-wide, and planned by the staff; (2) The training program met an identified need; (3) In-class follow-up and assistance were provided; (3) Evaluation was built into the training program; (4) Teachers learned specific techniques for improving classroom management and for increasing student time-on-task; (5) Improvements in classroom management were related to gains in students' achievement scores in math computation and reading comprehension; and (6) Support and assistance to teachers was provided throughout the program. Consequently, teachers maintained positive attitudes towards their students, towards themselves, and towards their teaching abilities. (JD)

ED 230 527 SP 022 357

*Stefanics, Elizabeth T.*
Management Factors of Women in Leisure Services.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Allied Health Occupations; *Career Choice; *Females; *Leisure Time; Professional Occupations; *Professional Personnel; *Recreation; Sex Role; Socialization; *Undergraduate Students; Work Environment
IDENTIFIERS- *Leisure Services

A study investigated past socialization processes that affected particular women's career choices and career mobility in the leisure services field. The study's purposes were: (1) to ascertain the presence of management-related success socialization factors in current female professionals and female students in the leisure services field within the Twin Cities (New Mexico) area; (2) to identify socialization patterns that affected career choice decisions of individuals in the leisure services field; and (3) to identify ideals that women share concerning supervision and administration in leisure services. The experimental design was a focused in-depth interview schedule using a random sample of 20 female undergraduate leisure services students and 20 female leisure services professionals in the Twin Cities area. The presence of management-related success socialization factors, as established in research on women in business and management, was not ascertained in the women in this study. Patterns of socialization arose that affected career choice decisions, especially influence from family and friends. The women in this study furnished definite perceptions about supervisors and administration in the field of leisure services and offered ideas they felt should be pursued in education. (Author/JM)

ED 230 528 SP 022 358

*Cross, Thomas S.*

Nontraditional Games in a Foreign Environment.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTIONS- *Athletics; *Cultural Awareness; Foreign Countries; *Foreign Culture; *Games; Grade 7; Junior High Schools; Junior High School Students; *Physical Activities; *Physical Education; Student Attitudes; Student Motivation
IDENTIFIERS- Australia; Canada; England; United States

A study investigated students' reactions to the addition of nontraditional games (played in and traditional to another country) to the physical education curriculum. Seventh grade students in Australia were introduced to game development, skills, and present status of two sports, 'Midget' Hockey, a modified version of Canadian ice hockey, and American 'Flag' Football. Seventh grade California students were oriented to the nature of the game, skills, and present status of 'Box' Cricket, a form of English Cricket, and Australian 'Rules' Football. Each activity was taught 90 minutes a week for 5 weeks, and every unit of instruction was planned to include two measures of evaluation. The first evaluation method (observation) analyzed the groups' comprehension of rules and strategical concepts during participation in the activity. The second evaluation method (post instructional interviews) asked subjects questions concerning their interest in the games, improvement of athletic skills, enjoyment, and preference to continue playing the game. Results indicate that youth preference in games is affected by the opportunity for participation and the value of the activity. The integration of nontraditional games should be considered as a means of familiarizing children with alternative forms of competition. (CJ)

ED 230 529 SP 022 359

*Sellers, Jeanne Shanks*
How Abnormal Reflexes Influence Movements in Cerebral Palsy.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- *Cerebral Palsy; Children; Developmental Disabilities; *Motor Development; *Movement Education; *Neurological Impairments; Perceptual Motor Coordination; *Physical Activities; Physical Development; Physical Disabilities

Some of the more frequently observed reflex patterns in cerebral palsy are examined, and descriptions are given of how they affect movement. A chart outlines: (1) desirable movement patterns; (2) typical abnormal movement of the cerebral palsied child; (3) possible physical cause of abnormal movements; and (4) activities which may facilitate movements closer to the norm. A list is also provided of typical areas of excess tone (arm flexors, leg adductors, lower limb extensors, and trunk flexors and extensors) and physical activities that should be avoided or minimized when the excess condition is present. A glossary of terms is included. (JD)

ED 230 530 SP 022 360

*Collier, Arthur J., Jr.*
Florida's Teacher Education Centers: Determining If They Make a Difference.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Change Agents; Elementary Secondary Education; *Evaluation Criteria; *Inservice Teacher Education; *Program Evaluation; *Research Proposals; School Districts; Staff Development; State Aid; *State Programs; Statewide Planning; *Teacher Centers
IDENTIFIERS- *Florida

A description is given of the format and function of a projected state-mandated evaluation of the Florida Teacher Education Center (TEC) system, a governance structure which coordinates the design, implementation, and evaluation of inservice teacher education programs in Florida's 67 school districts. The organization, program, and financing of the statewide TEC system is described, and the factors that influenced the comprehensive process-product-impact evaluation are discussed. The purpose of the evaluation is discussed: (1) to further clarify the purposes of the TEC; (2) to provide detailed information about implementation; and (3) to evaluate the extent to which the purposes have been achieved. Other main questions to be addressed in the evaluation are also noted: (1) Is the TEC Model functional for all districts? (2) Does the TEC Model produce personnel more able to perform effectively on the job? and (3) What revisions in educational staff development programs are needed? Also discussed are the roles of members of the evaluation team, which will collect, analyze, and synthesize existing data; design and distribute a survey questionnaire; and conduct onsite interviews and observations. (JD)

ED 230 531 SP 022 362

*Darr, Alice Dozier; Kise, Joan Duff*
Support Systems: Inservice Education: Teacher Effectiveness.
PUB DATE- 1 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Coping; Elementary Secondary Education; *Inservice Teacher Education; *Interpersonal Communication; School Community Relationship; Self Concept; *Social Support Groups; *Teacher Effectiveness; Teacher Motivation; Teacher Welfare; *Teacher Workshops; Teaching (Occupation); Well Being

This paper deals with different support systems available for teachers and stresses the importance of inservice teacher education. The first section discusses teachers' support systems, which usually include six domains: self, family, friends, job, community, and profession. Five models are used to describe the intensity of support of each domain and the interrelatedness of each of these forms of support. The second section deals with inservice education for teaching effectiveness. It is noted that these inservice activities can occur whenever an individual teacher, a group of teachers, an administrator, parents, students, or the profession feels the need, and that inservice education can be either informal, ad hoc, or structured. Seven steps are presented for developing structured inservice education for teachers: (1) select tentative inservice topics based on input from teachers, supervisors, and others; (2) define teaching effectiveness in relation to tentative topic; (3) measure current levels of effectiveness relative to all topics; (4) determine which topics will receive inservice resources; (5) select strategy for inservice education; (6) conduct inservice activities; and (7) evaluate inservice activities. The relationship between inservice education, support systems, and effective teaching is the topic of section three. (JMK)

ED 230 532 SP 022 363

*Stanford, Ronnie L.; Zoellner, Willita S.*

## Alabama Teacher Supply-Demand for 1983-1984.

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Declining Enrollment; Educational Needs; Elementary Secondary Education; Higher Education; Labor Market; School Districts; Superintendents; Teacher Education; *Teacher Employment; *Teacher Shortage; *Teacher Supply and Demand
IDENTIFIERS- *Alabama

In January 1983, each of Alabama's 128 school system superintendents was sent a questionnaire requesting an estimate of that system's employment needs, by certification area, for the 1983-84 school year. Questionnaires submitted to teacher education institutions in Alabama requested information on the number of students completing student teaching during the 1982-83 academic year. A response rate of 69 percent from the school systems and 92 percent of the education institutions was achieved. Resulting data are presented in the form of tables which list the number of: (1) projected vacancies for 80 school systems; (2) extrapolated vacancies for 128 school systems; (3) stuoent teachers graduating from Alabama institutions; and (4) projected over- and under-supply for all areas of certification in elementary and secondary schools. Certification areas noted to be of greatest under-supply included elementary education, mathematics, learning disabled, gifted and talented, chemistry, and physics. (JD)

ED 230 533 SP 022 364

*Cotton, Kathleen*
Effects of Interdisciplinary Team Teaching. Research Synthesis.
**Northwest Regional Educational Lab., Portland, Oreg.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 82
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Academic Achievement; Elementary Secondary Education; Grouping (Instructional Purposes); Individualized Instruction;

*Interdisciplinary Approach; *Middle Schools; Participant Satisfaction; *Program Evaluation; Student Attitudes; *Team Teaching

Sixteen documents (13 studies and 3 large-scale reviews) were reviewed to assess the effectiveness of interdisciplinary team teaching in enhancing student achievement. Nine documents focused on or included the intermediate grades, and seven dealt with students at other age/grade levels, chiefly junior high. With one exception, all documents reviewed were concerned with achievement in one or more curricular areas, or with both achievement and affective outcomes. The remaining study examined student satisfaction and was included because affective outcomes are also reported. Studies and reviews examined involved experimental and correlational comparisons between a team teaching approach (usually across academic disciplines) and a "traditional" approach--the one-teacher, self-contained classroom. Findings are discussed in the areas of achievement and affective outcomes, and implementation guidelines for interdisciplinary team teaching are suggested. References are included. (JD)

ED 230 534 SP 022 372

*Edelfelt, Roy A., Ed.*
Staff Development for School Improvement: An Illustration.
**Eastern Michigan Univ., Ypsilanti. National Center on Teaching and Learning.**
PUB DATE- 83
AVAILABLE FROM- National Center on Teaching and Learning, 111 King Hall, Eastern Michigan University, Ypsilanti, MI 48197 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrator Attitudes; College School Cooperation; Declining Enrollment; *Educational Change; *Educational Improvement; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Program Effectiveness; Program Evaluation; *Staff Development; Teacher Attitudes; Teacher Educators; Teacher Morale

This document contains 11 papers on school staff development: (1) "The Staff Development for School Improvement Program" (Winifred I. Warnat); (2) "A Teacher's View of a Staff Development Project" (Lynn Kleiman); (3) "Staff Development from the Principal's Perspective" (Dixie Hibner); (4) "Stepping-Stones to Success" (Barbara A. Skone); (5) "Benefits of Staff Development Projects for Downsized Schools" (Gerald L. Jennings); (6) "Boosting Morale and Improving Communications" (Alethea Helbig); (7) "Reflections on How to Be a Successful University Facilitator" (Beth Van Voorhees); (8) "University-Public School Collaboration: A Personal Perspective" (Marylyn Lake); (9) "Personal Reflections of a Staff Development Coordinator" (Larry J. Thomas); (10) "An Outsider's Critique of the Program" (Roy A. Edelfelt); and (11) "The Role of Qualitative Methods in Evaluation" (Ronald G. Corwin). (CJ)

*Chevrette, John M.*

Selected Characteristics of Public School Cooperating Teachers as Evaluated by Student Teachers.

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Cooperating Teachers; *Health Education; Higher Education; *Physical Education Teachers; Preservice Teacher Education; *Student Evaluation of Teacher Performance; *Student Teachers; *Teacher Characteristics; Teacher Evaluation

Eight hundred twenty-nine health or physical education cooperating teachers in south central Texas were evaluated by their student teachers after they had completed their student teaching and returned to campus. Individual rating charts listed 14 teacher characteristics and provided for the responses: "excellent," "adequate," "poor," and "unknown." Findings revealed that characteristics dealing with orientation, acceptance and friendliness, student teacher responsibilities, and realistic teaching experiences each had response ratings greater than 90 percent when the excellent and adequate categories of the questionnaire were combined. The characteristics dealing with professional growth, self-evaluation, appropriate level of achievement, and the use of instructional materials had response ratings ranging from 75 to 84 percent. All characteristics evaluated had response ratings greater than 75 percent when the excellent and adequate categories were combined. Recommendations are made for further study. (JD)

ED 230 536 SP 022 375

*Martin, June M.*
Approaches to Research on Teaching: Implications for Curricular Theory and Practice.
**Michigan State Univ., East Lansing. Inst. for Research on Teaching.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-OP-60
PUB DATE- Mar 83
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Change Agents; *Curriculum Development; Curriculum Evaluation; *Curriculum Research; *Educational Research; Elementary Secondary Education; *Research Methodology; Research Utilization; Student Participation; Teacher Attitudes; Teacher Behavior; Teacher Influence; Teaching Styles

This research review and theoretical proposal is based on the assumption that curriculum is concerned with methods and content and that the two are interrelated and interdependent in practice; thus, research on teaching is related to curriculum in use and can inform curricular theory. An overview is presented of different types of research on teaching: (1) process-product; (2) Carroll model (investigation of the nature of student tasks and measurement of task accomplishment in terms of time); (3) aptitude-treatment interaction; (4) ethnographic; and (5) teacher thinking. A model is presented for relating these types of research to three different theoretical perspectives: (1) reproductive approach--the teacher viewed as one who transmits or reproduces predetermined curricular goals; (2) constructive approach--teachers and students characterized as processors, creators, and constructors of curriculum content; and (3) reconstructive approach--teachers viewed as critical perceivers who act to reconstruct oppressive societal structures and engage students as co-investigators in identifying, critically reflecting upon, and taking action on curriculum change. (Author/JD)

ED 230 537 SP 022 377

*Grubis, Steve*
Frozen and Forgotten: Stress among Alaskan Bush Teachers.

PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Adjustment (to Environment); *Alaska Natives; Antisocial Behavior; Communication Problems; Community Attitudes; Coping; *Culture Conflict; Depression (Psychology); Elementary Secondary Education; Emotional Problems; Environmental Influences; Rural Education; *Stress Variables; *Teacher Burnout; Teacher Morale; *Teacher Persistence
IDENTIFIERS- *Alaska

High teacher attrition in rural Alaska is abetted by stress induced by the culturally and environmentally differing milieus of the arctic and sub-arctic. Severe climatic conditions curtail traditional activities, and confined isolated settings place strain on personal relationships and heighten irritability, anxiety, and anger, often leading to unique psychological and possibly physiological syndromes, such as cabin fever. Stress arising from the sociocultural complexity of the native culture is more disabling than that arising from the physical environment. Differing inter-ethnic communicative styles, culturally inappropriate teaching methods, dissimilar values, negative peer socialization processes, and village housing contribute to the teachers' problems. Teachers who are aided by technology and who take an active role in traditional out-of-door village activities can temper the psychological impact of arctic darkness and isolation. Many teachers gradually develop culturally congruent teaching styles and a contextual understanding of the native Alaskan pupil's world. The ability to cope with the unique stresses of teaching in rural Alaska requires time, effort, tolerance, flexibility, and objectivity. (JD)

ED 230 538 SP 022 378

*Haywood, Kathleen M.; Trick, Linda R.*

Age-Related Visual Changes and Their Impications for the Motor Skill Performance of Older Adults.

PUB DATE- 9 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Medical Services; Motor Reactions; *Older Adults; *Physical Activities; Program Development; Psychomotor Skills; *Recreational Activities; *Visual Acuity; *Visual Impairments

Physical changes in and conditions of the eye associated with the normal aging process are discussed with reference to their impact on performance in physical and recreational activities. Descriptions are given of characteristic changes in visual acuity in the areas of: (1) presbyopia (inability to clearly focus near images); (2) sensitivity to glare; (3) contrast sensitivity; (4) light-to-dark adaptation; (5) depth perception; (6) glaucoma; (7) maculopathy; (7) eye movement reaction time; and (8) cataracts. Each condition is described, and the effects of the condition on vision is reviewed. It is noted that these conditions should be considered when planning physical and recreational activities for older adults. Suggestions are made on ways to minimize visual problems for physically active older adults, including: (1) encouraging older adults to have regular eye examinations and to wear corrective lenses if needed; (2) choosing well-lit areas for activities; (3) increasing contrasts in the visual environment; and (4) understanding problems older adults may have with glare. (JD)

ED 230 539                                                SP 022 379

*Annarino, Anthony A.*

Curriculum and Instruction: Theory versus Practice in Selected Public School Settings.

PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Administrator Responsibility; Discipline Problems; *Educational Theories; Elementary Secondary Education; *Physical Education Teachers; Role Conflict; Student Behavior; *Teacher Attitudes; Teacher Behavior; Teacher Burnout; *Teacher Education; *Teacher Effectiveness

IDENTIFIERS- *Theory Practice Relationship

A comparative analysis of theoretical statements and school setting practices in physical education classes revealed gaps between theory and practice. Data were gathered through observation of 123 elementary and secondary school classes, and questionnaires submitted to teachers, administrators, and students. Problems identified as directly or indirectly influencing curriculum, teacher effectiveness, teaching behaviors, and student outcomes included: time and requirement constraints; socioeconomic conditions; lack of administrative and community support; availability of facilities and equipment; teaching load; inadequate preparation time; teacher-coach role conflict; rewards, satisfaction, and reinforcement for teaching; interpersonal relationships; the teacher's image; teacher burnout; disruptive student behavior; and student, administrator, and community apathy. Results indicate that teacher educators must search for new knowledge related to curriculum and instructional theories and develop an awareness and sensitivity for critical problems facing classroom teachers. Tables supply a list of theoretical statements on curriculum and instruction compared with observations of actual school setting practices. (JD)

ED 230 540 SP 022 380

*Lockhart, Barbara D.; Blakemore, Connie*
Basic Stuff Series Index. and Using Basic Stuff in the Teacher Preparation Program.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Adolescent Development; *Child Development; Elementary Secondary Education; Exercise Physiology; Health Education; Indexes; Kinesthetic Perception; *Motor Development; Movement Education; *Physical Education; Physical Education Teachers; *Psychomotor Skills; Recreation; Teacher Education; *Young Children

This document is an index to the "Basic Stuff" series, published by the American Alliance for Health, Physical Education, Recreation and Dance (1981). "Basic Stuff Series I" contained six publications: (1) "Exercise Physiology"; (2) "Kinesiology"; (3) "Humanities in Physical Education"; (4) "Motor Development"; (5) "Motor Learning"; and (6) "Psycho-Social Aspects of Physical Education." Series II contained three volumes: (1) "Early Childhood"; (2) "Childhood"; and (3) "Adolescence." This index lists all Series II volumes separately, chapter by chapter, and provides both internal references and cross references to the six Series I publications. Accompanying the index is an outline about how to use the "Basic Stuff" series in a teacher preparation program. (JMK)

ED 230 541 SP 022 383

*Roth, Rod; Hanner, Austin*
Assessing Minimal Competence for Certification with the National Teacher Examinations.
PUB DATE- 20 Nov 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Educational Legislation; Higher Education; Job Analysis; *Minimum Competency Testing; *National Competency Tests; Program Validation; Racial Discrimination; Relevance (Education); Standardized Tests; State Standards; Teacher Certification; Teacher Education Curriculum; Teacher Education Programs; *Test Interpretation; *Test Theory; Test Validity
IDENTIFIERS- *National Teacher Examinations

This paper presents the legal rationale for using the National Teacher's Examination (NTE) validation procedure, which was used in Arkansas to determine cut-off scores for teacher certification. A review is given of the decision, by the United States Supreme Court, upholding use of the NTE by South Carolina in that state's teacher certification system. The points are made that it was not the intent of the testing system to discriminate and that graduation from an approved teacher training program was not a viable alternative to the use of the NTE for certification purposes. A review is also presented of Educational Testing Service (ETS) validation procedures that determine the validity of test questions as they relate to job requirements rather than to the quality of a teacher training program. The point is made that Uniform Guidelines on Employment Selection Procedures require identification of competencies important to a successful performance in the job for which candidates are to be evaluated. Actual directions given to educational experts who served as judges for the Arkansas NTE study of area examinations are presented. Also included in this paper are descriptions of data analysis procedures used in the Arkansas study.

(JD)

# DOCUMENT RESUME

ED 230 542 SP 022 385

*Duncan, David F.*
Stress and Children: A Theoretical Overview.
PUB DATE- 10 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Adjustment (to Environment); Adults; Child Development; Child Psychology; *Children; *Coping; Elementary Education; Family Environment; *Health; Psychological Patterns; *Stress Variables; *Well Being

Children experience stress just as adults do. Various responses to stress can damage the body's health in at least two different ways. First, they may do direct damage to the tissues--especially those of the circulatory system. Second, and more often important to the health of children, they may suppress the body's natural defenses against disease. Studies have shown the association between stress and illness in both adults and children. Children are exposed to a wide variety of stress. Some of the most potent include: birth of a sibling; entering school; change in residence; parent's marital problems; bereavement; adoption; and illness. Children who develop health problems in response to stress are often victims of stress overload. They frequently lack strong coping skills and/or social support and quite often are "Type A" (coronary prone) personalities, characterized by competitiveness, a sense of time urgency, and higher than average levels of aggression and hostility. There are a variety of ways adults can help children to cope. They can improve communication with children; increase adult understanding of child development; expand children's social resources; provide peer education and counseling; plan in anticipation of major stressful events; teach problem solving skills; and teach relaxation techniques. (JM)

ED 230 543 SP 022 394

*Amodeo, Luiza B.; Martin, Jeanette V.*
Teacher Exchange In England: A Model to Improve Writing in the Public Schools.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Creative Writing; Descriptive Writing; *Diaries; Foreign Countries; Higher Education; Inservice Teacher Education; *Personal Narratives; *Teacher Exchange Programs; *Teacher Improvement; *Writing (Composition)

Teachers participating in the Teacher Center-United Kingdom Exchange Program at New Mexico State University were required to keep a journal throughout the entire exchange year. The objective of the exercise was to improve writing and reduce writing anxiety among the teachers, and to influence them to implement journal writing in their public school classrooms. Teachers recorded their activities, observations, experiences, and reflections. Major topics suggested for inclusion in the journals were: (1) teacher-child relationships; (2) classroom management structures; (3) teaching methods and materials; (4) curriculum and school programs; (5) family-parent-child relationships; (6) sociocultural structures; (7) recreational/pleasure activities; and (8) curriculum decision making. A summary of the journal was required at the end of the exchange program. A structured writing course, implemented as a follow-up to the exchange experience, is described which provides teachers with guidance in producing a written document, possibly of publication quality, of their experiences. (JD)

ED 230 544 SP 022 395

*Sandusky, Jane C.*
Injuries to the Young Athlete.
PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Accident Prevention; Adolescents; Adults; *Adventitious Impairments; *Athletes; *Athletics; Elementary Secondary Education; Exercise Physiology; *Injuries; Motor Reactions; Muscular Strength; Nutrition; *Physical Development; Preadolescents; Sport Psychology; *Stress Variables; Training Objectives

A review of literature on the incidence and nature of injuries to young athletes is presented on the topics of: (1) physiological characteristics of preadolescents, adolescents, and young adults; (2) musculo-skeletal changes in the growing athlete; (3) epiphyseal injuries and their potential for resulting in temporary or permanent impairment; (4) special thermoregulatory/nutritional problems of young athletes; (5) psychological impact of early athletics; and (6) prevention of injuries and reduction of risk in sport activities. (JD)

ED 230 545 SP 022 400

*Gallahue, David L.*
Perceptual Aspects of Motor Performance.
PUB DATE- 10 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Children; Elementary Education; *Motor Development; Movement Education; *Perceptual Development; *Perceptual Motor Coordination; *Perceptual Motor Learning; *Psychomotor Skills; Visual Acuity; *Visual Perception

Perceptual-motor functioning is a cyclic process involving: (1) organizing incoming sensory stimuli with past or stored perceptual information; (2) making motor (internal) decisions based on the combination of sensory (present) and perceptual (past) information; (3) executing the actual movement (observable act) itself; and (4) evaluating the act or movement performance, which in turn feeds back information (reafference) into the sensory-perceptual aspects of the process, thus beginning the cycle over again. This paper discusses perceptual aspects of motor performance and relevant visual factors during infancy and childhood that may influence perceptual-motor functioning. The infant's perceptual development, in the areas of: fixation; tracking; color discrimination and preference; form, shape, and pattern discrimination; visual acuity; and depth perception, is described. Visual acuity, figure-ground perception, depth perception, visual-motor coordination, and perception of movement skills and abilities of children are also discussed, as well as the role movement has as a facilitator of perceptual development. It is concluded that incomplete visual development may make performance requirements of many youth physical activities beyond the child's present level of perceptual sophistication. Four recommendations are made for planning motor development activities that suit the individual child's level of perceptual development. (CJ)

ED 230 546 SP 022 402

*Foster, Clifford D.; Calder, James*
A Literature Search as a Data Source for the Development of a Student Teacher Evaluation System and the Identification of One Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report No. 83-2.
**Washington Univ., Seattle. Teacher Education Research Center.**
PUB DATE- 2 May 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Research; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Search Strategies; Student Evaluation; *Student Teachers; Systems Development; Teacher Behavior; Teacher Education; Teacher Effectiveness

A research project was designed to produce a new system for evaluating student teachers at the University of Washington. A literature search provided the basis for a conceptual framework for the development of an evaluation instrument. Conclusions derived from the literature were: (1) Rationales for teacher evaluation include subjective-humanistic, behavioral, and eclectic ideologies; (2) The process, product, and naturalistic approaches to evaluation were the most visible in the literature sampled; (3) Literature reviews, expert opinion, and ethnographic study were used to validate evaluation criteria; and (4) The design of an evaluation instrument should be determined with assurance of agreement among the rationale, approach, and criteria. A description is given of the phases of the study and the method of determining an evaluation system based on an analysis of documents found in the literature search. A list of 199 evaluation criteria generated by the study is appended, as well as the performance based evaluation instrument and lists of the resources and references used in the study. (JD)

ED 230 547 SP 022 413

*Langer, Philip*
Instruction and the Feedback Dilemma.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Behavioral Objectives; Cognitive Processes; Educational Research; *Educational Strategies; *Educational Theories; *Feedback; Memory; *Research Design; *Teaching Methods

This paper discusses several critical issues concerning feedback in instruction and proposes a text synthesis research paradigm to investigate these variables. The paper is based on the assumption that feedback, a significant adjunct aid in instruction, is currently by and large ineffectual except in some simple instructional contexts. Section 1 deals with general educational issues, including instructional design, behavioral objectives, learning situations, cognitive processing, recall strategies, and memory. It is argued that behavioral management systems have followed Skinner's dictum of small controlled steps to reduce error, and, as a consequence, feedback has been dictated by the assumption that the strategy minimizes significant individual transformations of meaning. Section 2 presents a review of feedback literature, and recent cognitive findings on feedback are discussed. The third section reviews literature relevant to research paradigms. Text analysis is discussed along with the relevance of specific findings to the proposed research model. The paper's fourth section discusses the proposed research; two experiments are desribed. (CJ)

ED 230 548 SP 022 414

*Kanetzke, Carol A.*
The Effects of Dynamic Range of Motion Exercises and Static Stretching on Strength and Range of Motion of the Hip Joint.
PUB DATE- 83

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Students; *Exercise Physiology; Higher Education; Human Body; *Motor Development; *Motor Reactions; Movement Education; *Muscular Strength; *Psychomotor Skills; Stress Variables
IDENTIFIERS- *Hip Flexion

The effects of Dynamic Range of Motion (D'ROM) exercises and static stretch on hip flexibility and hip strength were examined. One hundred one male and female college students were divided into three groups: D'ROM, static stretch (ST), and control (C). All subjects were measured before and after treatment for hip flexibility and strength. Two specific hip flexibility exercises were performed twice a week for seven weeks by the D'ROM and ST groups. The gain scores of the dependent variables, hip flexibility and strength, were each analyzed by a two-way analysis of variation (sex x treatment). Zero-order and partial correlation coeffients were calculated between flexibility and strength for pretest, posttest, and gain measures for all groups. D'ROM had a significantly greater increase of hip flexibility than ST and C, and a significantly greater increase of hip strength than C. Females had a significantly greater increase of hip strength than males. Results indicate that D'ROM exercises have an effect on developing flexibiity and strength at the hip joint. Increases in hip strength may not be related to increases in hip flexibility for both D'ROM exercises and static strength. Exercises are illustrated, and tables and charts are also included. (Author/JD)

ED 230 549 · SP 022 415

*Gant, J. L.*
Effective Schools, Colleges, and Departments of Education: The Dean is the Key.
PUB DATE- 24 Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Administrator Responsibility; *Deans; Educational Environment; Higher Education; Individual Characteristics; *Leadership Responsibility; Management Systems; Organizational Climate; Role Models; *School Effectiveness; *Schools of Education; Teamwork

In a reflection upon the characteristics of effective schools and colleges of education, descriptions are offered on the qualities of effective leaders, management teams, and organizations. The dean is characterized as the key to the effectiveness of a teacher education institution. The dean must not only have a clear mission and high expectations, but also must be able to build a management team; monitor performances; provide feedback; and set a productive, effective climate, based on literature on teacher effectiveness. High expectations should be set for students, faculty, department chairs, and alumni. These expectations should be clearly stated in recruitment, admission and hiring, monitoring, staff development, and productivity, and should be made public in the objectives set forth for the institution. An effective dean also must recognize the fact that a substantial amount of time must be expended in dealing with external as well as internal school issues and concerns. (JD)

ED 230 550 SP 022 416

*Stanard, Marilynn*
Role Dilemmas of the Professional Educator as Researcher: Blessing or Curse?
PUB DATE- 25 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Classroom Environment; Classroom Research; *Classroom Techniques; *Discipline; English Instruction; Grade 8; Secondary Education; *Secondary School Teachers; *Student Teacher Relationship; Teacher Educators; *Teacher Effectiveness; Teacher Influence; Teacher Response; Teaching Methods; Teaching Skills

A study described how two eighth grade English teachers in a rural junior-senior high school established classroom rules, both formally and informally. The focus of the study and analysis of data were guided by three research questions: (1) What are the formal and informal classroom rules and how are they made visible? (2) Who are the sources of influence in shaping classroom rules? and (3) What are the effects of the rules on students' social and academic behavior? Four characteristics of smoothly functioning classrooms emerged from the data: (1) teacher rapport; (2) teacher proficiency in establishing and maintaining classroom rules and consequences; (3) teacher proficiency in instruction and academic knowledge; and (4) teacher daily planning and preparation. Teacher A was not as proficient in her teaching strategies as Teacher B, and Teacher B was not as proficient in establishing rapport with her students as Teacher A. Also discussed are role dilemmas that face teacher educator/researchers in reporting "sensitive" findings. (JMK)

ED 230 551 SP 022 418

*Hatfield, Robert C.*
Preservice Teacher Assessment and Development.
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Experiential Learning; Group Discussion; Higher Education; *Independent Study; *Individual Development; Peer Groups; *Preservice Teacher Education; *Professional Development; *Self Actualization; Seminars; Teacher Evaluation; Teacher Role

An exploration was made on how concepts and procedures relating to professional assessment and development can be integrated into preservice teacher education. A proposal for achieving the development goal of enhancement of each person's capacity for self-directed study and professional growth includes: (1) establishing support teams for teacher candidates; (2) developing a conceptual model of teaching practice; and (3) developing a process for self-directed learning. It is suggested that an effective support team activity can be established through an ongoing professional seminar, running concurrently with the study of other course work, led by the same instructor over a period of a year or more, and including a small group of students. In this way, an opportunity for peer cooperation and feedback is established under direction of a supervisor. A conceptual model of the roles and functions of teachers, developed through observation and interactions with peers and instructor, is presented which may provide a basis for clarifying individual goals and objectives and identifying resources for further self-directed learning. (JD)

ED 230 552 SP 022 427

*Shea, Joseph*
The New Florida Beginning Teacher Program.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Admission Criteria; *Beginning Teachers; Helping Relationship; Higher Education; Inservice Teacher Education; *Internship Programs; Peer Evaluation; *Probationary Period; *Social Support Groups; State Standards; *Teacher Certification; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- Florida

Applicants for a teaching certificate in Florida must complete a year-long internship and demonstrate mastery of twenty-four selected competencies. To accomplish this goal, a building-level support team system has been developed. Three members comprise the team: a peer-teacher, a building-level administrator, and at least one other professional educator. A key feature of the program is reliance upon a written plan, developed by the beginning teacher with the support team, which serves as a guide for professional development and demonstration of mastery of the minimum essential competencies. An observation/conference procedure is used to document the teacher's progress and verify whether or not the teacher's performance is satisfactory. All members of the support team carry out at least two formative evaluations and observations, which provide the beginning teacher with feedback on strengths and weaknesses in classroom performance. Upon completion of the program, a statement is issued giving the support team's recommendation on granting or witholding certification. A review and appeal procedure is available in cases where certification is not recommended. (JD)

ED 230 553 SP 022 433

*Hejna, William F.; And Others*
The Effect of Weight Reduction on Body Composition and Strength in High School Wrestlers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Athletes; *Body Weight; *Exercise Physiology; High Schools; High School Students; Males; *Muscular Strength; Physical Development; Physical Education; *Wrestling
IDENTIFIERS- *Weight Loss

A study assessed the relationship of weight reduction to the strength of various muscle groups in conjunction with a pre-season and in-season training and conditioning program. Twenty-nine high school wrestlers, with an average age of 16 years 4 months, significantly reduced their body weight. In the process, there were losses in lean body weight. At the end of the 13-week season, there were significant losses in body strength, especially in the larger muscle groups of the legs. The fact that these decrements in strength occurred while maintaining a weight training and vigorous exercise routine is particularly significant and has serious implications concerning the training program of the high school wrestler. It may be more advantageous not to reduce body weight, but rather maintain body weight (unless one is obviously overweight) and increase muscular strength. (JD)

ED 230 554 SP 022 440

*Clarke, H. Harrison*
Responsibilities of Physical Education to the Total Person. The Alliance Scholar Lecture 1982.
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Academic Achievement; *Educational Responsibility; Elementary Secondary Education; *Exercise Physiology; Health Education; Individual Development; Motor Development; Muscular Strength; Physical Activity Level; *Physical Education; Physical Education Teachers; *Physical Fitness; *Physical Health; Psychomotor Skills; *Well Being

This paper's major focus is on particular physical-motor domain contributers to the total effectiveness of the person. Topics addressed include: (1) the integrity of the organism; (2) mental achievement; (3) personal-social effectiveness; (4) the nature, extent, and significance of individual differences; and (5) the configuration of physical-motor traits as embodied within the person. Physical fitness components referred to are Roger's Strength Battery and the Medford Boys' Growth Study. Many studies cited in this paper have produced considerable evidence to substantiate physical activity as vital to attaining and maintaining the integrity of the human organism. Evidence presented in various studies generally favors positive relationships between mental achievement and physical and motor fitness components. Significant positive relationships are also revealed between physical and motor fitness tests and personal-social traits. It is noted that certain physical and motor traits, such as maturity, physique type, and body size are not subject to any improvement through exercise; however, other traits, such as muscular strength, muscular endurance, and circulatory-respiratory endurance are definitely improvable through proper exercise regimens. Various profiles of athletes illustrate the configuration of physical motor traits involved in a person's performance. (JMK)

ED 230 555 SP 022 442

*Brandon, Jeffrey E.*
A Comparative Evaluation of Three Relaxation Training Procedures.
PUB DATE- 8 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Behavior Modification; College Students; Health Education; Higher Education; *Physiology; Psychoeducational Methods; *Relaxation Training; Stress Variables; *Training Methods

Comparison was made between the effectiveness of three relaxation training procedures: (1) Behavioral Relaxation Training, which consisted of training in relaxing specific parts of the body and controlling breathing; (2) Meditation (based on Benson's procedure for eliciting the relaxation response); and (3) Seashore Sounds "Attention Focusing," which had subjects simply attend to seashore sounds and was designed as a placebo treatment. Thirty-nine undergraduate college students participated. Training consisted of a pretest measurement, six training sessions, a post-training measurement, and a follow-up measure. The electromyographic activity of each subject's frontalis muscle was monitored by an Autogen 1700 myograph, and Skin Conductance Level was measured by the Autogen 3000 feedback dermograph. All physiological measures were collected by an Autogen 5400 Data Acquisition center. A self-report was administered, consisting of a single-page scale containing seven descriptors of tense and relaxed states. Results generally failed to support the hypothesis that the Behavioral Relaxation Training and/or Meditation groups would produce significantly greater reductions in stress than the Seashore Sounds "Attention Focusing" group. (JD)

ED 230 556 SP 022 447

*Scarpa, Ioannis S., Ed.; And Others*
Sourcebook on Food and Nutrition. Third Edition.
REPORT NO.- ISBN-0-8379-4503-8
PUB DATE- 82
AVAILABLE FROM- Marquis Academic Media, Marquis Who's Who, Inc., 200 East Ohio Street, Chicago, IL 60611.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reference Materials - General (130)
DESCRIPTIONS- Adolescents; Adults; Athletes; Cancer; Cardiovascular System; Children; Dental Health; Diabetes; *Dietetics; *Educational Resources; *Food; Foods Instruction; Health Education; Infants; *Medical Research; Mental Health; *Nutrition; Nutrition Instruction; Older Adults; Physical Development; *Physical Health; Pregnancy; Public Policy

This four-part book is a compendium of current dietary information and is designed primarily as a reference tool for anyone interested in the field of nutrition. The book's first three parts each contain papers generated from nutrition-related research. Part 1, "Dietary Directions in the 1980s," begins by discussing efforts of major governmental groups to develop a national nutritional policy. Papers on nutritive values, energy requirements, vitamins, minerals and elements, salts, fibers, and sweeteners are also included. Part 2, "Nutrition from Conception through Adolescence," contains papers on the topics of pregnancy and lactation, infancy, immunology, childhood, and adolescence. "Adulthood into the Golden Years," the third section, has papers about athletic needs, cancer, cardiovascular system, dental caries, diabetes, medical interactions, mental health, and geriatric needs. Part 4 lists resources for further information, including: (1) libraries specializing in agriculture, food, and nutrition volumes; (2) food and nutrition related associations in the United States; (3) colleges and universities offering accredited courses in agriculture, food, and nutrition; (4) grant support programs in food science, agriculture, and nutrition; (5) magazines covering food and nutrition; (6) publishing opportunities in food and nutrition; and (7) book publishers of food and nutrition. (CJ)

ED 230 557 TM 820 262

*Harris, Chester W.; And Others*
Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II.
**California Univ., Santa Barbara.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- 15 Jul 80
GRANT- NIE-G-78-0085
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Achievement Tests; Classroom Research; *Difficulty Level; Elementary Education; Estimation (Mathematics); Instructional Materials; Latent Trait Theory; *Maximum Likelihood Statistics; *Models; Sampling; *Test Items
IDENTIFIERS- Monte Carlo Studies

The first section of this two-volume report describes a point of view about testing in connection with classroom instruction. A model was developed, based on this point of view, postulating a generic task (such as addition of two-digit numbers). A random sampling principle was used to generate sample items, the performance on which gives an unbiased estimate of the proportion of items in the universe that can be answered correctly by the examinee. For generic tasks that involve completion and/or short answers that are constructed by the examinee, an item model is specified that relates performance on a particular item to a two-category latent class variable. Item difficulty is seen to be a product of two terms, one describing the "easiness" of the generic task, and the other describing the easiness of the particular content embedded in the item. Four methods of estimation of these parameters are described in Section II. On the basis of a Monte Carlo study, Goodman's maximum likelihood method is recommended. (PN)

# DOCUMENT RESUME

ED 230 558 TM 820 263

*Harris, Chester W.; And Others*
Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV.
**California Univ., Santa Barbara.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
PUB DATE- 15 Jul 80
GRANT- NIE-G-78-0085
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Tests; Classroom Research; *Difficulty Level; Elementary Education; Estimation (Mathematics); Instructional Materials; Latent Trait Theory; *Maximum Likelihood Statistics; *Models; Sampling; *Test Items
IDENTIFIERS- Monte Carlo Studies

The third section of this two-volume report examines the utility of the model developed in section I for application in a classroom testing situation. The model was applied in arithmetic classes through a weekly testing program. The teacher specified the generic task being taught, tests were constructed using a table of random numbers to select the numbers for addition or subtraction, and results were reported to the teachers. The results were used in three ways: as information about individual and class performance, for planning further instruction, and for providing feedback to students. A miniature study of subtraction was undertaken to illustrate the use of conventional analysis of variance procedures with these tests. The results of the study suggest that short tests developed without preliminary item analyses and primarily for use in monitoring classroom instruction can also be used in a more conventional fashion. The final section of the report contains an annotated bibliography of related research studies. (PN)

ED 230 559 TM 820 491

*Kingston, Neal M.; Dorans, Neil J.*

The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.

**Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.**
REPORT NO.- ETS-RR-82-12; GREB-79-12P
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Aptitude Tests; *Graduate Study; Higher Education; *Latent Trait Theory; *Mathematical Models; Psychometrics; Standardized Tests; *Statistical Analysis; *Testing Programs; *Test Items
IDENTIFIERS- *Graduate Record Examinations; Robustness; Three Parameter Model

The feasibility of using item response theory (IRT) as a psychometric model for the Graduate Record Examination (GRE) Aptitude Test was addressed by assessing the reasonableness of the assumptions of item response theory for GRE item types and examinee populations. Items from four forms and four administrations of the GRE Aptitude Test were calibrated using the three-parameter logistic item response model. Three equating methods were compared in this research: equipercentile equating, linear equating, and item response theory true score equating. Various data collection designs (for both IRT and non-IRT methods) and several item parameter linking procedures (for the IRT equatings) were employed. The IRT methods produced quantitative scaled score means and standard deviations that were higher and lower, respectively, than those produced by the linear and equipercentile methods. The most notable finding in the analytical equatings was the sensitivity of the precalibration design (used only for the IRT equating method) to practice effects on analytical items, particularly for the analysis of explanations item type. Since the precalibration design is the data collection method most appealing (for administrative reasons) for equating the GRE Aptitude Test in a test disclosure environment, this sensitivity might present a problem for any equating method. (PN)

ED 230 560 TM 830 075

*Leary, Linda F.; Wightman, Lawrence E.*

A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81.

**Graduate Management Admission Council, Princeton, NJ.**
PUB DATE- Nov 82
AVAILABLE FROM- Graduate Management Programs, Box 2886, Educational Testing Service, Princeton, NJ (No Charge).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- Biographical Inventories; *Business Administration Education; *College Entrance Examinations; *Demography; Educational Research; Educational Trends; *Graduate Study; Higher Education; Profiles; Questionnaires; School Statistics; Statistical Data; *Student Subcultures; Trend Analysis
IDENTIFIERS- *Candidates; *Graduate Management Admission Test

This publication reports demographic data describing the population of examinees who took the Graduate Management Admission Test (GMAT) during the administration year October 1980 through July 1981. This information was obtained from examinee responses to the nine-item Biographical Information Questionnaire, other information on the 1980-81 registration form and test scores from the examinee records. The non-mandatory questionnaire requested information about the examinees' citizenship, residence, primary language, subgroup affiliation, work experience, age and sex. Three types of demographic information were gathered from the examinees: geographic data, academic data and biographical data. Data from the 214,555 records of examinees who took the GMAT at one or more of the four administrations during 1980-81 are summarized in the thirty-seven tables included in this report. (PN)

ED 230 561 TM 830 157

The Practice SSAT-II. and Test Administration Manual for the Practice SSAT-II.

**Florida State Dept. of Education, Tallahassee. Student Assessment Section.**

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Check Lists; *Educational Assessment; Examiners; Grade 10; Guidelines; High Schools; *State Programs; Test Coaching; Testing; *Testing Programs; Test Manuals; Test Wiseness
IDENTIFIERS- *Florida State Student Assessment Test; *Practice Tests

The Florida Statewide Assessment Program provides "The Practice SSAT-II," for students who will be taking the State Student Assessment Test, Part II (SSAT-II). This practice test may be administered to tenth grade students taking the test for the first time and to eleventh and twelfth graders if they have previously failed the SSAT-II. It contains the kinds of items that will be on the actual SSAT-II to help students discover any skills in which they may need additional instruction. The accompanying Test Administration Manual for the Practice SSAT-II presents suggestions for the introduction and coordination of the practice test with other available materials (e.g., "Florida's SSAT-Your Challenge" audio filmstrip; "Get Ready, Get Set, Go for the SSAT-II" brochure; or the "Flexing Your Test Muscles: A Guide to Developing Test-Taking Skills" publication. A test administrator's checklist; test directions; skills, skill statements and item numbers; as well as, a practice test answer key are presented. (PN)

ED 230 562 TM 830 164

*Lindstrom, Berner*
Learning Styles and Learning Strategies. I. Conversation Theory--The Work of Gordon Pask. 1983:01.
**Goteborg Univ., Molndal (Sweden). Dept. of Education.**
SPONS. AGENCY- National Swedish Board of Education, Stockholm.
PUB DATE- 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Classification; *Cognitive Style; *Communication (Thought Transfer); Cybernetics; Educational Research; *Epistemology; *Learning Theories; Problem Solving; Schemata (Cognition)
IDENTIFIERS- *Conversation Theory; Learning Strategies; *Pask (Gordon)

The work of English cybernetician Gordon Pask on learning styles and strategies is presented. An attempt is made to describe the basic ideas of Conversation Theory, Pask's general theory of cognition. The learning strategies "holism" and "serialism," and the more general learning styles "comprehension learning" and "operation learning" are derived from Conversation Theory. These strategies and styles are described, both operationally and in terms of constructs within the theory. It is argued that the theory, apart from generating hypotheses about learning and teaching, may function as an analytic tool in the study of educational practice. (Author/LC)

ED 230 563 TM 830 192

*Wild, Cheryl L.; And Others*
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
**Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.**
REPORT NO.- ETS-RR-82-55; GREB-80-1bP
PUB DATE- Nov 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Aptitude Tests; *College Entrance Examinations; Equated Scores; *Graduate Study; Higher Education; Research Methodology; Scoring; *Test Construction; *Test Format; Testing Problems; Testing Programs; Timed Tests
IDENTIFIERS- *Graduate Record Examinations; Test Content; Test Disclosure; *Test Revision

The research leading to the decisions to revise the Graduate Record Examination Aptitude Test (GRE) (beginning in October 1981) is reviewed. The issues discussed include the format of the test (the timing of each section and the number of sections, the content of the sections--especially the analytical section), the scoring procedure for the GRE, and test disclosure/administrative procedures. Pros and cons of the various revision alternatives are given. The format and content of the test will have direct implications on which equating methodologies are feasible, so the impact of the decisions on the different equating methodologies is considered throughout the discussion. A general summary of equating options is presented. (PN)

ED 230 564 TM 830 220

*Roid, Gale H.; Wendler, Cathy L. W.*
Item Bias Detection and Item Writing Technology.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Achievement Tests; Difficulty Level; Intermediate Grades; *Item Analysis; Item Banks; Multiple Choice Tests; Science Tests; *Sex Bias; Test Bias; *Test Construction; Test Format; *Test Items
IDENTIFIERS- Distractors (Tests); *Parallel Test Forms

The development of the emerging technology of item writing was motivated in part by the desire to reduce potential subjectivity and bias between different item writers who attempt to construct parallel achievement tests. The present study contrasts four test forms constructed by the combined efforts of six item writers using four methods of item writing: (1) informal and subjective, (2) objective-based, (3) sentence transformation with writer's choice of distractors, and (4) sentence transformation with algorithmic creation of distractors. Three item bias detection techniques were used to examine potential sex bias in each test form: (1) delta plots of transformed item difficulty in male and female groups, (2) Scheuneman's chi-square-correct, and (3) internal consistency estimates (alpha) for each test form in each group. The basic data of the study were from 218 4th- and 5th-grade students who were randomly assigned the four 18-item multiple-choice test forms. The alternative sentence transformation method with item writers selecting the distractors proved to be somewhat superior to the objective-based test form. The study demonstrates the importance of attending to the method of item writing when potential bias is of concern in the construction of achievement tests. (Author)

ED 230 565 TM 830 232

*Foxley, Bruce; And Others*
Aptitude Scores of Guidance Counselors. Technical Report 1982-1.
**Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.**

PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Aptitude Tests; Cognitive Processes; *Comparative Testing; Elementary Secondary Education; Job Skills; Personnel Evaluation; *School Counselors; *Scores; *Test Norms; Test Use

A sample of 21 guidance counselors was administered the full battery of Johnson O'Connor Research Foundation aptitude tests to compare scores with the "general population" (norm group). The counselors had worked in public schools, private schools or as self-employed consultants for an average of 10 years. The average age was 42. The tests, which were developed over a sixty-year period, measure a wide range of aptitude areas including perceptual speed, spatial ability, reasoning, dexterity, memory, music and divergent thinking. The guidance counselor sample scored significantly higher than the general population in Ideaphoria (a measure of verbal fluency), Inductive Reasoning (quickness in seeing relationships), and Pitch Discrimination. They also tended to score high in Foresight and Tonal Memory, but the differences from general-population scores were not statistically significant. The high Ideaphoria and Inductive Reasoning scores were expected because the counselor's job appears to use these aptitudes; the high scores on the music tests, however, do not have a ready explanation. (Author/CM)

ED 230 566 TM 830 234

*Dorans, Neil J.; Kulick, Edward*

Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach.

**Educational Testing Service, Princeton, N.J.**
REPORT NO.- ETS-RR-83-9
PUB DATE- Feb 83
AVAILABLE FROM- Educational Testing Service, Research Publications, R116, Princeton, New Jersey, 08541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Ability; College Entrance Examinations; *Females; High Schools; *Item Analysis; Language Tests; Latent Trait Theory; Models; Standardized Tests; *Statistical Analysis; *Test Bias; Test Items
IDENTIFIERS- *Scholastic Aptitude Test; Standardization; *Test of Standard Written English

A new approach to assessing unexpected differential item performance (item bias or item fairness) was developed and applied to the item responses of males and females to Scholastic Aptitude Test and Test of Standard Written English items administered operationally in December 1977. While the main body of the report describes the particulars of the present application and delineates the essential features of the approach, a technical appendix describes the standardization approach in detail. The primary goal of the standardization approach is to control for differences in subpopulation ability before making comparisons between subpopulation performance on test items. By so doing, it removes the contaminating effects of ability differences from the assessment of item fairness. Of the total of 195 items studied, the standardization approach identified only a handful as meriting careful review for possible content bias. Of these few, only one item exhibited a clearly unacceptable degree of unexpected differential item performance between males and females that could be attributed to content bias. (Author)

ED 230 567 TM 830 235

*Frank, Robert M.*
Attribute and Attitude Assessment of Community College Graduates and Leavers.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Attitude Measures; College Environment; *College Graduates; *Community Colleges; *Evaluation Methods; Models; *Student Attitudes; *Student Attrition; *Student Characteristics; Student College Relationship; Two Year Colleges; Withdrawal (Education)
IDENTIFIERS- Elementary Secondary Education Act Title III

This paper summarizes the first year of research at Tompkins Cortland Community College, Dryden, New York, to develop an alternative process for determining characteristics of graduates and leavers from the college, and to uncover attitudes of those students about their college experience. The paper summarizes findings to date, although the author acknowledges that the model used is not completely developed nor are the data collection instruments fully refined. The model described in this paper is unique because it (1) contains provisions for short-term longitudinal analyses, (2) begins collecting data within one month after the student leaves or graduates from the college, (3) contains an extensive institutional evaluation component separate from the placement and transfer component, and (4) collects data from fall and spring graduates and leavers. The appendices include the institutional evaluation survey, a willingness reply card, and the follow-up survey forms. (Author/PN)

ED 230 568 TM 830 236

*Ediger, Marlow*
Appraising the Evaluators.
PUB DATE- 4 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administrators; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluators; *Supervisor Qualifications; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Criterion Referenced Supervision; Instructional Management Systems; Teaching Performance Tests

Teachers have a stake in determining the qualifications of evaluators of teacher effectiveness. Teachers are justified in demanding that the evaluators be highly competent and well trained, especially when judgments about a teacher's worth or merit are being made. To the extent that administrators must be confindent that the evaluations on which they make decisions are valid, they, too, have a stake in appraising an evaluator's qualifications. Within this context, three methods of evaluating teacher effectiveness--Criterion-Referenced Supervision, Instructional Management Systems, and Teaching Performance Tests--are discussed. Each discussion includes suggestions or questions that may be raised by teachers about the method for appraising teacher effectiveness. (LC)

ED 230 569 TM 830 250

*Dorans, Neil J.*
Effects on Score Distributions of Deleting an Unkeyable Item from a Test.
**Educational Testing Service, Princeton, N.J.**
REPORT NO.- ETS-RR-83-5
PUB DATE- Feb 83
AVAILABLE FROM- Educational Testing Service, Research Publications Rm 116, Princeton, N.J. 08541.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- College Entrance Examinations; *Equated Scores; *Item Analysis; Mathematical Models; Psychometrics; *Scaling; Scores; Secondary Education; *Statistical Analysis; Test Construction; *Test Items
IDENTIFIERS- Educational Testing Service; Flawed Items; *Item Deletion; Scholastic Aptitude Test; *Score Distribution

A formal analysis is presented of the effects of item deletion on equating/scaling functions and reported score distributions. The phrase "item deletion" refers to the process of changing the original key of a flawed item to either all options correct, including omits, or to no options correct, i.e., not scoring the flawed item. There are two aspects to the present analysis. The first aspect is analytical, focusing on the development of a formal model for the item deletion effect by decomposing it into its constituent elements. The second component of the analysis is empirical, involving the use of actual Scholastic Aptitude Test data to illustrate and supplement the analytical results. The analytical decomposition demonstrates how the effects of item properties, test properties, individual examinee responses and rounding rules combine to produce the item deletion effect on the equating/scaling function and candidate scores. In addition, the analytical component of the report examines the effects of not scoring vs. scoring all options correct and the effects of re-equating vs. not re-equating, as well as the interaction between the decision to re-equate or to not re-equate and the scoring option chosen for the flawed item. (Author/PN)

ED 230 570 TM 830 251

*Lewy, Arieh*
Evaluation Standards: Comments from Israel.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Evaluation Methods; Evaluation Utilization; *Foreign Countries; International Studies; *Program Evaluation; *Reference Materials; *Standards
IDENTIFIERS- *Israel; Joint Committee on Standards for Educ Evaluation; *Standards for Evaluation Educ Prog Proj Materials

The majority of "The Standards for Evaluations of Programs, Projects, and Materials" (SEPPM) turns out to be helpful for Israeli evaluators in checking their working plans and reviewing evaluation studies. Nevertheless, the lack of overriding rationale or of theoretical anchors for the SEPPM creates difficulties in adapting them to local situations which are not directly covered in the book. It would be useful to provide a more precise definition about what is a legitimate object of evaluation. A comprehensive statement about the foundations of the ethical standards would facilitate extrapolation to cases which are not specified in the SEPPM. Israeli evaluators are not expected to be active in promoting the implementation of their recommendation to the degree suggested by the SEPPM; the utilization of study results are mediated through an academic filter operated by the Chief Scientist in the Ministry of Education. Evaluation is usually conducted in a bureaucratic setting and therefore management procedures applicable to such a setting should be fully implemented in evaluation studies. (PN)

ED 230 571 TM 830 252

*Daniel, Mark*
A Factorial Study of Reasoning Tests. Technical Report 1982-6.
**Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.**
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Abstract Reasoning; *Cognitive Tests; *Correlation;

*Factor Analysis; Group Testing; Higher Education; *Induction; *Logical Thinking; Pattern Recognition; Reaction Time; Secondary Education; Test Validity
IDENTIFIERS- *Reasoning Tests

The Inductive Reasoning and Analytical Reasoning tests of the Johnson O'Connor Research Foundation have been analyzed in a factorial study including marker tests for two commonly recognized reasoning factors, induction (three tests) and logical reasoning (two tests). The primary purpose of the study was to determine the extent to which the Johnson O'Connor tests measure these factors. Multiple groups factor analysis showed the two factors to be highly correlated (r=.73) and practically indistinguishable; a single "general" reasoning factor defined by all five marker tests does a good job of explaining their intercorrelations. The Analytical Reasoning test loads highly on this general factor, but Inductive Reasoning (individually administered) is highly independent of the general factor. It appears that the Inductive Reasoning test measures a distinct reasoning aptitude characterized by quickness in seeing common elements. The group-administered Inductive Reasoning test has low reliability and does not correlate highly with the individual version. (Author)

ED 230 572 TM 830 255

*Feldmesser, Robert A.*
An Inquiry into Possible New Items of Background Information about TOEFL Candidates.
**Educational Testing Service, Princeton, N.J.**
REPORT NO.- ETS-RR-83-4
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Educational Background; *English (Second Language); *Family Characteristics; *Foreign Students; Higher Education; Interviews; Language Proficiency; *Predictor Variables; Standardized Tests; *Student Characteristics; Testing Programs
IDENTIFIERS- *Test of English as a Foreign Language

Candidates taking the Test of English as a Foreign Language (TOEFL) are currently asked to supply several items of background information: birth date, sex, number of times TOEFL has been taken before, whether they are seeking status as undergraduate or graduate students, their native country and native language, and (for prospective graduate students only) their intended field of study. The candidates provide this information on one side of their answer sheet, according to instructions given in the handbook sent to each candidate upon registration. In view of the extreme heterogeneity of the TOEFL candidate population it seems likely that additional information would be valuable. Foreign students (39 undergraduate and 18 graduate) were interviewed at four institutions. Four variables emerged as being the most promising: total number of years of formal study of English; reading of English-language newspapers, books, and magazines; number of years of father's education; and number of years of mother's education. Collectively, these variables offer the promise of enhanced research on various aspects of the TOEFL candidate population and on foreign students generally. The appendices include the interview questions used in the study, as well as interviewees' comments on TOEFL. (PN)

ED 230 573 TM 830 258

*Summers, Jerry A.; Shobe, Robert E.*
Improving Test-Taking Skills.
**Indiana State Univ., Terre Haute. Curriculum Research and Development Center.**
PUB DATE- Mar 83
AVAILABLE FROM- Curriculum Research and Development Center, Statesman Towers West, School of Education, Indiana State University, Terre Haute, IN 47809
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Achievement Gains; Elementary Secondary Education; Guessing (Tests); Instructional Materials; Intentional Learning; Test Anxiety; *Test Coaching; Testing Problems; *Test Wiseness

The authors state that this monograph provides information on how teachers and other school officials may assist students to score better on tests. The emphasis is on the development of test-taking skills, rather than on cognitive development. The contents include: (1) matching objectives, instruction, and testing; (2) assessment and test anxiety; (3) testwiseness and pupil achievement; (4) improving test scores by guessing; and (5) a selected bibliography. (PN)

# DOCUMENT RESUME

ED 230 574 TM 830 268

*Lotto, Linda S.*
Naturalistic Inquiry: Paradigm and Method.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Comparative Analysis; *Educational Research; *Inquiry; *Research Methodology; *Scientific Attitudes
IDENTIFIERS- *Naturalistic Research

Despite the rhetoric acclaiming it as a new paradigm, educational researchers have tended to treat naturalistic inquiry as a new or alternative method employed within the dominant, rationalistic paradigm. Spokespersons for naturalistic inquiry tend to concentrate on what one does differently rather than how one perceives what one is doing differently. If naturalistic inquiry is to become an accepted paradigm of inquiry in education, it must be clearly distinguished from rationalistic methods. A case comparison approach is presented to highlight the differing beliefs and attitudes about research held by researchers in two case examples. Beliefs about the nature of scientific knowledge, ways of knowing, and the role of the inquirer in inquiry exemplified in the published reports are examined. Despite similarities in method, the examples display different attitudes toward inquiry. These are used as a basis for drawing conclusions about the diffusion of naturalistic inquiry into the mainstream of educational research: (1) it is important to distinguish naturalistic paradigms from naturalistic methods; (2) naturalistic inquiry may be as useful to educational research as a paradigmatic set, and (3) educational research needs naturalistic inquiry both as a paradigm and a method, but to be effectively utilized the two must be distinguished. (CM)

ED 230 575 TM 830 269

*Borger, Jeanne B.; Walberg, Herbert J.*
Productive Factors in School Learning: A Quantitative Synthesis of National Assessment Studies.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Adolescents; Correlation; Educational Assessment; Educational Quality; Elementary Secondary Education; Federal Programs; *Followup Studies; *Performance Factors; Preadolescents; *Predictor Variables; Regression (Statistics); Socioeconomic Influences; *Student Attitudes
IDENTIFIERS- *National Assessment of Educational Progress

To integrate findings concerning the influence of productive factors on student achievement and attitudes across various disciplines and ages, nine regression studies of National Assessment of Educational Progress samples containing a total of 15,802 students were quantitatively synthesized. Correlations and standardized regression weights for achievement and attitude and nine productive factors were compiled for four subjects--math, science, social studies and reading,--and two age groups--13- and 17-year olds. The effects of student socioeconomic status (a proxy for ability) and motivation; amount and quality of instruction; school, home, and peer-group environments; and exposure to television, when controlled for one another and for race and gender, are generally significant and consistent across subjects and age for achievement and attitude outcomes. The over-all signs and apparent influences of each factor were positive except for television viewing which was negatively associated with achievement and attitude. (Author/PN)

ED 230 576 TM 830 272

*Gray, James; And Others*

Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.

**California Univ., Berkeley. Graduate School of Education.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 82

GRANT- NIE-G-80-0034

LANGUAGE- English

EDRS Price - MF02/PC23 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Data Collection; Evaluators; *Holistic Evaluation; Longitudinal Studies; Psychometrics; *Scoring; Secondary Education; *Test Construction; *Validity; *Writing Evaluation

IDENTIFIERS- *Bay Area Writing Project; Writing Assessment; *Writing Test Prompts

Five studies of holistic writing assessment procedures examined interactive relationships of the participants, processes, and products of writing assessment episodes. The first study examined practices in designing writing test prompts. The second study investigated the effects of variation in the specification of audience in a writing test prompt upon holistic score. A second part of this study examined rater response to the anchor papers used in training three groups of raters for scoring. The third study investigated writing task and response variables and validated an analysis system for studying the relationships between assessment prompts, written products, and holistic scores. The second part of the third study summarized data collected on the performance elicited on eight prompts in a county-wide writing assessment. The fourth study investigated differences in expectations among participants in a writing test episode, and included an analysis of characteristics of a prompt which influence variations in interpretation. The fifth study investigated holistic assessment as a longitudinal measure of student growth, focussing on aspects of performance variation over time. A discourse typology was developed and applied in an analysis of performance variation on annual assessment topics over a period of five years. (Author/PN)

ED 230 577 TM 830 277

*Cichon, Donald J.*
A Utilization-Focused Procedure for Prioritizing Evaluation Questions in the Discrepancy Model.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Evaluation Methods; Evaluation Needs; *Evaluation Utilization; *Input Output Analysis; *Responses; Scaling
IDENTIFIERS- Component Theory; *Discrepancy Evaluation Model;

Heuristic Methods; *Questions

Procedures for generating evaluation questions in the Discrepancy Evaluation Model (DEM) are problematic as they are described in the literature. These procedures would lead to unmanageably or ineffectively long lists of questions. Any process of narrowing down the list must be drawn from other sources. One such source, developed for a specific project, focuses on maximizing utilization potential. This procedure essentially takes the outcomes of the program's Input-Process-Output charts to determine the likelihood that information about each outcome will be useful for decisions or policy considerations. Key program staff answer each question with a scaled response. The responses are tallied and used to stimulate discussion among the staff. Consensus is sought on priority outcomes and concerns around each from which the evaluators develop the evaluation questions. The paper presents this procedure in more detail, an example of its use, and discusses the benefits from its application to a major employment training technical assistance program. (PN)

ED 230 578 TM 830 283

*Gamache, LeAnn M.*
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
PUB DATE- 14 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Correlation; Higher Education; *Item Analysis; Item Banks; *Latent Trait Theory; *Rating Scales; Scores; Test Construction; *Test Reliability; *Test Theory; *Test Validity
IDENTIFIERS- Birnbaum Models; Dichotomous Variables; Guttman Scales; *Item Rating Scale; Likert Scales; Rasch Model; Thurstone Scales

Scales constructed under procedures and criteria outlined by the various traditional and latent trait methods were examined as to whether they varied in characteristics related to scale quality. Scales were constructed from a common pool of items analyzed in full form according to Likert and a one-parameter Rasch model for non-dichotomous data. Scales were analyzed in dichotomous form for the Guttman, two-parameter Birnbaum, and one-parameter Rasch models. Findings indicate that, for this data set, a traditional method based on item to total score correlation produced a slightly more valid scale. All five method-defined scales, however, were remarkably similar in other characteristics related to scale quality. (Author/PN)

*Franssen, Henk A. M.*
Curriculum Analysis as a Condition for Evaluation.
PUB DATE- 23 Mar 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Classroom Observation Techniques; Course Objectives; *Curriculum Evaluation; *Evaluation Criteria; Foreign Countries; *Formative Evaluation; Higher Education; Learning Processes; *Research Design; Student Behavior; Student Teachers; Teacher Behavior
IDENTIFIERS- Netherlands; *Process Analysis; Qualitative Data; Quantitative Data

Within the evaluation of a curriculum program for student teachers, the curriculum as an influencing factor in the effects of the teaching-learning process was investigated. Qualitative and quantitative research models were used. The Look and Listen I (LLI) program was the subject of the study. It is an individualized program to instruct student teachers in observing children in the classroom. Implementation of LLI included a product evaluation and evaluation of the steering influence of the curriculum structure on teacher and student behavior. The evaluation design examined the discrepancy between the process of implementation and the process as structured; learner performance; user opinion, and the curriculum context within a larger curriculum. Two observers of classrooms in two schools developed case studies for a qualitative analysis. In seven other schools, quantitative information was gathered by questionnaires and pretests-posttests. Both methods examined curriculum intentions in terms of student and teacher behavior. The qualitative case study method paid more attention to the unique process observed and more adequately examined the motives for using the curriculum. The quantitative method was strongly led by the structure of the product and best measured the product itself. (CM)

ED 230 580 TM 830 293

*Schaefer, Mary M.; Gross, Susan K.*
A Comparison of Reliability Estimates from Single and Double Administrations of Criterion-Referenced Tests.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Comparative Analysis; Correlation; *Criterion Referenced Tests; Cutting Scores; Elementary Secondary Education; Estimation (Mathematics); Instructional Systems; *Mathematical Models; Norm Referenced Tests; *Pretests Porttests; *Test Reliability
IDENTIFIERS- Test Length

Viewing the reliability for criterion-referenced tests as that of mastery classification decisions, three models for determining reliability were examined using two test administrations so that two estimates could be compared to a standard. A major purpose of the research was to determine how several reliability coefficients (coefficient kappa, an estimate of kappa, and a coefficient of agreement) were affected by test length, test length and cutoff score combined, student ability and cutoff score combined, sample size, and test content heterogeneity. The relationships between reliability and validity for criterion-referenced tests, and between norm-referenced and criterion-referenced reliability for the same data, were also examined using the Instructional System in Mathematics (ISM) program, an objectives-based instructional management system for grades K-8. A sample of 325 students were tested with three criterion-referenced tests before and after a two-week spring vacation. Coefficient kappa, which can only be calculated when there are two test administrations, generally had the lowest values and the largest standard errors. The estimate of coefficient kappa had slightly larger mean values and smaller standard errors. The coefficient of agreement was the highest reliability coefficient. (CM)

ED 230 581 TM 830 324

*McKenna, Bernard H.*
Context Effects in Teacher Evaluation.
PUB DATE- 15 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Cultural Context; Curriculum; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Professional Development; School Organization; *Social Values; Student Characteristics; Teacher Effectiveness; *Teacher Evaluation; Teaching Conditions
IDENTIFIERS- *Context Effect

Meaningful and useful evaluations of teaching and teachers must not only identify and define all the mitigating contexts, but must also account for their influences, both constructive and negative. Among the contextual factors that need to be considered in planning teacher evaluations are: student characteristics; goals, objectives and curriculum mandates; inservice opportunities and human support services; materials, media, and facilities; and organizational structures and processes. The influences of leadership, decision-making power, and the climate of professional worth must also be defined. The major purpose of teacher evaluation is assumed to be improvement of instruction to provide students with the broadest possible range of knowledge, skills, attitudes and behaviors. The context for this purpose includes characteristics of the community and their effect on a teacher's ability to demonstrate proficiency. (Author/CM)

ED 230 582 TM 830 332

*Tollefson, Nona; Tripp, Alice*
The Effect of Item Format on Item Difficulty and Item Discrimination.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Analysis of Variance; *Difficulty Level; Graduate Students; Higher Education; Item Banks; *Multiple Choice Tests; *Responses; Statistics; *Test Format; Testing; *Test Items

IDENTIFIERS- *Complex Response Alternatives; *Item Discrimination (Tests)

This study compared the item difficulty and item discrimination of three multiple choice item formats. The multiple choice formats studied were: a complex alternative (none of the above) as the correct answer; a complex alternative as a foil, and the one-correct answer format. One hundred four graduate students were randomly assigned to complete one of three forms of a multiple choice test. Statistical concepts were the content of the test. Analysis of variance showed significant mean differences in the item discrimination indices for the three item formats. Items having "none of the above" as the correct answer had a significantly higher mean discrimination index than the other two item formats. There was no significant difference in the mean item difficulties for the three item formats. (Author)

ED 230 583　　　　　　　　　　　　TM 830 335

*Cohen, Alan M.*
Program Evaluation: Why It Seldom Is Perceived as a Success.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *Evaluation Criteria; *Evaluation Utilization;
Evaluators; Human Services; Policy Formation; *Program
Effectiveness; *Program Evaluation; *Success

The issue of the perceived success of human services program evaluations is the specific focus of this paper. Five areas that affect the potential for producing effective program evaluation form a framework for discussing factors related to perceived success. The areas include inappropriate conceptualization of what an evaluation can accomplish, what to evaluate and how to evaluate. Inappropriate recognition of the limitations of existing program data and inappropriate training of most evaluators also affect the evaluation. There is little consensus about what constitutes a successful evaluation, beyond the recognition that success is related to the utilization of the information generated through the evaluation process. Some consider success to be the extent to which information generated on the impact of the program affects policy decisions regarding the future of that program. Some view an evaluation as "successful" if the program is better articulated.

Others expect the information generated by the evaluation to lead to more effective management. In other words, perceived success of program evaluations has a variety of meanings for the same and different audiences. (Author/CM)

ED 230 584 TM 830 344

*Gilbert, John; Swift, David*
Towards a Lakatosian Programme of Research into Concept Development.
PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Cognitive Development; Concept Formation; *Developmental Stages; *Epistemology; Learning Processes; *Learning Theories; *Research Design; Research Methodology; Schemata (Cognition)
IDENTIFIERS- *Lakatosian Programme; *Piagetian Theory

Although the ideas of Jean Piaget still dominate the field of science education, the range and severity of criticisms has increased progressively. In recent years, the emergence of a different theory of cognitive development has begun. This paper tentatively outlines a Lakatosian Research Programme for the alternative conceptions field. The fundamental assumptions on which the field could be based might be: (1) the world is real but individuals vary in their perception of it; (2) an individual's conceptions of the real world have integrity for that individual; (3) consciousness being intentional, all observations are theory dependent; (4) individuals use personally pre-existing theories to erect explanatory hypotheses about events in their environment; (5) these hypotheses are then tested for fruitfulness; and (6) the underlying theories are modified in the light of this testing. In the long term, the Program has political as well as academic overtones. If an alternative conceptions program succeeds in demonstrating a priori (i.e. using data analysis conducted without Piagetian expectations) that Piaget's "epistemic subject" does not exist, then stratified access to educational resources has no validity in science education and science education will be the more securely based. (PN)

ED 230 585 TM 830 348

*Hughes, Jan N.; Hall, Donald M.*
Individual Differences in Children's Ability to Profit from Picture Adjunct Aids.
PUB DATE- Apr 83
AVAILABLE FROM- Donald M. Hall, Radford University, Psychology Dept., Radford, VA 24142
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Ability; Grade 4; *Individual Differences; Intermediate Grades; Learning Processes; *Memory; Paired Associate Learning; Performance Factors; *Pictorial Stimuli; Reading Tests; *Recall (Psychology)
IDENTIFIERS- *Adjunct Aids; Mediation

Individual differences in fourth grade students' abilities to profit from experimenter-provided picture adjunct aids on prose recall tasks were examined. It was hypothesized that poor paired associate learners would benefit from picture adjunct aids to a greater extent than good paired associate learners. A secondary aim was to assess the effects of requiring children to act on pictures. Data were gathered from two experiment phases: trials of paired associate tasks using noun pairs presented as words or line drawings to classify learner types, and three story reading and recall tasks in "No Picture" or "Picture" adjunct conditions. A fourth story involved a multiple-choice picture task and oral free recall test. Overall mean performance for picture and word pair learners were classified as high picture-high word (HH), high picture-low word (HL), low picture-high word (LH), and low picture-low word (LL). Although the Learner X Picture Interaction was not significant in every analysis, the significant interactions that were found and the general pattern of results support the hypothesis that picture adjunct aids help LLs more than HHs on a constructed response task. Factors of "Reading Ability" and "Picture" were also examined. (CM)

ED 230 586 TM 830 350

*Wiersma, William; And Others*

Assessment of Teacher Performance: Constructs of Teacher Competencies Based on Factor Analysis of Observation Data.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Classroom Observation Techniques; *Competence; Competency Based Teacher Education; Factor Analysis; *Factor Structure; Higher Education; Measurement Techniques; Performance Factors; Student Teachers; Teacher Behavior; *Teacher Evaluation; Test Validity
IDENTIFIERS- *Classroom Observations Keyed Effectiveness Res; *Teacher Performance Assessment Instruments

This study focused on a comparison of the factor structures of the scores on 18 teacher competencies measured by both low-inference and high-inference observation. The observation inventories used were the Classroom Observations Keyed for Effectiveness Research (COKER) for low-inference observation, and the Teacher Performance Assessment Instruments (TPAI) for high-inference observation. The data were obtained on over 250 student teachers observed in their concluding year of training, in a four-year, competency-based, teacher education program. The factor structures based on the two sets of scores, one from the COKER, the other from the TPAI, were quite different; although variance accounted for was about the same. The TPAI produced a strong, general factor and a second factor concerned with instructional variety. The COKER produced five, consistently strong factors concerned with variety and flexibility, modifying instruction and working with various sized groups, discipline and communication, questioning and discussion, and feedback and correction of cognitive performance. The results indicated little convergent validity between the low-inference and high-inference observation. Measurement in this area appears to be highly instrument dependent. (Author/CM)

ED 230 587 TM 830 361

*Matthews, Doris B.; Casteel, Jim Frank*
The Development of a Parent Attitudinal Questionnaire As a Measure of School Success.
PUB DATE- 83
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- *Attitude Measures; Educational Improvement; Elementary Secondary Education; *Parent Attitudes; *Questionnaires; *School Districts; *School Effectiveness; *Test Construction; Test Validity
IDENTIFIERS- Likert Scales; *School District Questionnaire

The School District Questionnaire described in this paper evolved from the Orangeburg (North Carolina) School District's plans to implement programs for improvement. The content-based questionnaire, which provides the school district with specific attitudinal feedback from parents, can be used for both pre- and posttesting following implementation of planned changes. It was developed by an evaluation team composed of curriculum specialists, test construction experts, and the district superintendent, with suggestions from parents, teachers, and school board members. The initial version of the questionnaire consisted of 55 negative and positive statements that were designed to elicit responses about parents' ideas of the ideal school system. A Likert scale of five follows each statement. Teacher reviews, pilot testing, and subsequent revisions of the instrument reduced the number of items to 51 in the final version. The initial version of the questionnaire, instructions to teachers involved in content validation, instructions to parents involved in pilot testing, and the final version of the instrument are attached as Appendices A through D. (LC)

ED 230 588 TM 830 368

*McMorris, Robert F.; And Others*

Effects of Including Humor in Test Items.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Grade 8; Grammar; *Humor; Junior High Schools; *Multiple Choice Tests; Questionnaires; Scores; Test Anxiety; Test Construction; Test Format; *Test Items
IDENTIFIERS- Iowa Tests of Basic Skills; *Parallel Test Forms

Two 50-item multiple-choice forms of a grammar test were developed differing only in humor being included in 20 items of one form. One hundred twenty-six (126) eighth graders received the test plus alternate forms of a questionnaire. Humor inclusion did not affect grammar scores on matched humorous/nonhumorous items nor on common post-treatment items, nor affect anxiety. Students favored humor inclusion on tests, judged effects of humor positively, and estimated humorous items to be easier. Humor did not lower performance but was sought by the students. Potential for more valid and humane measurement is discussed. (Author)

Guidelines for Proficiency Tests.
**California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.**
PUB DATE- 82
AVAILABLE FROM- Publication Sales, California State Department of Education, P.O. Box 271 S--cramento, CA 95802 ($2.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Check Lists; Competency Based Education; *Criterion Referenced Tests; Educational Legislation; Graduation Requirements; Guidelines; High Schools; *Minimum Competency Testing; Research Methodology; *School Districts; *Test Construction; Test Results; Test Use; Test Validity
IDENTIFIERS- California State Department of Education

Guidelines are presented for use by school personnel in reviewing and improving locally developed proficiency tests used in meeting the requirements of the California Pupil Proficiency Law. The guide is organized in three main chapters on test construction, test validation, and test documentation. The test construction chapter focuses on issues that should be addressed in the construction of a high-quality proficiency test. The test validation chapter covers psychometric indexes of test quality. Other procedures and indexes related to technical quality are also covered. The chapter on test documentation deals with the administration of proficiency tests and the reporting of proficiency test information. Also included is information on describing the tests to students who will take the tests and to their parents. Throughout this document questions are posed in the page margins to stimulate reader inquiries regarding the completeness and quality of proficiency tests. These questions are repeated in checklist form at the end of the book for quick reference. In addition, materials for further reference are cited at the end of each section. (PN)

# DOCUMENT RESUME

ED 230 590 TM 830 371

*Wetzel, C. Douglas; McBride, James R.*
Influence of Fallible Item Parameters on Test Information During Adaptive Testing.
**Navy Personnel Research and Development Center, San Diego, Calif.**
REPORT NO.- NPRDC-TR-83-15
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Computer Assisted Testing; *Latent Trait Theory; Occupational Tests; Psychological Testing; *Test Construction; *Test Items
IDENTIFIERS- *Adaptive Testing; Computer Simulation; *Item Parameters; Stradaptive Tests; Tailored Testing

Computer simulation was used to assess the effects of item parameter estimation errors on different item selection strategies used in adaptive and conventional testing. To determine whether these effects reduced the advantages of certain optimal item selection strategies, simulations were repeated in the presence and absence of item parameter estimation errors. Results showed that item parameter estimation errors had little effect on the efficiency and measurement precision of the adaptive test item selection strategies studied. Strategies that explicitly made optimal use of item parameters for item selection were superior to a less optimal strategy, even when item parameters were fallibly estimated. It appears that errors in the item parameter estimates do not reduce the psychometric advantages of these "optimal" strategies. Item selection strategies that explicitly employ optimization criteria should be regarded as preferable to simpler strategies that do not. Further development of psychometric procedures for the computerized adaptive testing system should focus on the former type of strategy. (Author)

ED 230 591 TM 830 372

*Gray, Wayne D.; Roberts-Gray, Cynthia*
Implementing Army Training Programs: Translating Model into Action.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- *Armed Forces; Evaluation Methods; Evaluation Utilization; *Models; *Program Evaluation; *Program Implementation; *Training
IDENTIFIERS- *Life Cycles

While there is a recognized need for new and better ways to train soldiers to fight, many training programs developed in response to this need are used poorly or not at all. In part, the failure to use these training programs stems from the lack of established procedures for monitoring implementation and evaluating use. Effective monitoring can provide information that improves the implementation process, thereby increasing the use of new training programs. Routine evaluation of use issues can result in guidance for modifying existing programs and developing new programs. In this paper a framework for the Life Cycle evaluation of Army training programs is presented. In the Life Cycle framework it is recognized that evaluation issues change as the program "ages." The paper provides an overview of the Life Cycle framework and then focuses on issues important during the process of implementation. The goal is for the "evaluator as monitor" to take actions and make recommendations that will increase the likelihood that the implementation process is successful and the program is routinely used. (Author)

ED 230 592 TM 830 373

*Daniel, Mark*
The Ideaphoria Worksamples as Measures of Divergent Thinking.
Technical Report 1982-7.
**Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.**
PUB DATE- Nov 82
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Adolescents; Adults; *Cognitive Measurement; Content Analysis; Correlation; *Divergent Thinking; Test Format; *Test Validity; Verbal Ability; *Work Sample Tests
IDENTIFIERS- *Ideaphoria; Ideation; Writing Speed

The construct validity of written Ideaphoria and oral Ideaphoria is discussed through analysis of their content and format and their correlations with tests of divergent thinking and writing speed. The current status of research on the measurement of divergent thinking ability is reviewed. Although the Ideaphoria tests have the same content as several commonly used tests of the ideational fluency aspect of divergent thinking, their administrations are quite different, and the abilities being measured may differ as a result. A factor analysis of the Ideaphoria tests, two tests of the flexibility aspect of divergent thinking, and writing speed shows the Ideaphoria tests to be only moderately correlated with the flexibility factor, and indicates a second factor defined by written Ideaphoria and writing speed. Additional data must be collected before it can be determined whether the Ideaphoria tests measure a type of ideational fluency, or instead measure simply the rate of production of verbal material. (Author)

ED 230 593 TM 830 377

*Fetler, Mark*

Identification of Exemplary Schools: A Secondary Analysis of Sixth Grade Data from the California Assessment Program.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Academic Achievement; Basic Skills; Data Analysis; Educational Assessment; *Educational Quality; Grade 6; Intermediate Grades; *Multiple Regression Analysis; *Outcomes of Education; Predictor Variables; *School Effectiveness; Schools; *Standardized Tests; Testing Programs
IDENTIFIERS- *California Assessment Program; Secondary Analysis

This paper reports on regression based methods for identifying exemplary schools. A distinction is made between schools which are maintaining an exceptional level of achievement and those which are improving their achievement in an extraordinary way. More schools were found which consistently exceeded expectations and fewer schools were found which improved extraordinarily, than would have been expected under a random model of school achievement. It was hypothesized that a strong tendency to persist in school practices and a great difficulty in altering them significantly would have this result. Results for mathematics were found to differ from those for reading and written expression. The greater opportunities for extracurricular learning in reading and written expression, compared to mathematics, were hypothesized to account for this. (Author)

ED 230 594 TM 830 378

*Bell, Beverley; Osborne, Roger*

Interviewing Children - A Checklist for the I.A.I. Interviewer. Learning in Science Project. Working Paper.

PUB DATE- Sep 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Adolescents; Basic Vocabulary; Check Lists; Classroom Environment; *Classroom Research; *Data Collection; Foreign Countries; *Interviews; Preadolescents; *Research Methodology; *Science Education; *Science Projects; Student Reaction
IDENTIFIERS- New Zealand

The Learning in Science Project (1979-1981) studied the problems and difficulties of learning science at the 10-14 year old level in New Zealand to provide insights into the world of the science learner and provide an alternative perspective of the science classroom to that currently held by teachers and others. This paper offers practical suggestions on initiating and carrying out classroom interview data collection procedures used in the Learning in Science Project. The suggested do's and dont's of structured interviews, based on experiences in the Project discuss: (1) establishing contact with the teacher, (2) establishing contact with the pupil and (3) interviewing with the Interview-about-Instances method--a procedure for establishing a person's understanding of a particular word or the concept(s) a person associates with a particular word. (PN)

ED 230 595 TM 830 380

*Bond, Susan R.; Waltz, Carolyn F.*
Marketing as a Tool for Maximizing the Utilization of Findings from Outcome Evaluation.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Administration; *Continuing Education; Educational Needs; *Educational Objectives; *Evaluation Utilization; Higher Education; *Marketing; Needs Assessment; *Nursing Education; Program Development

Decreased resources, increased accountability demands, and the need for economic survival have made the evaluation of the outcomes of continuing education efforts in nursing a salient need. Economic survival, in particular, is largely dependent upon the skill of the continuing educator in achieving the desirable balance between organizational and market needs. Marketing is a valuable tool for enhancing the utility of the decisions resulting from outcome evaluation in continuing education. It is, however, a tool that is usually not part of the repertoire of most evaluators of continuing education programs in nursing. This paper explores the value of applying the marketing concept to maximize the utilization of findings from outcome evaluation in the administration and development of continuing education programs in nursing. More specifically, a marketing management viewpoint is elaborated and the specific steps to be undertaken in applying the strategic marketing process to continuing education programs in nursing are detailed. A marketing plan for continuing education in nursing developed for employment in a continuing education nursing program in a large complex health care center is presented as a prototype for how the desired relationship between marketing and continuing education outcome evaluation can be achieved. (PN)

ED 230 596 TM 830 385

National Assessment of Educational Progress.

**Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, 1860 Lincoln Street, Denver, CO 80295
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Academic Achievement; Cost Estimates; Data Analysis; Data Collection; *Educational Assessment; *Educational Trends; *Federal Programs; *Program Descriptions; Research Methodology
IDENTIFIERS- *National Assessment of Educational Progress

This brochure describes the mission of National Assessment, the highlights of recent findings, and the procedures used in gathering the data. It also outlines how the project is administered and governed and projects a framework for the development of upcoming assessments. The booklet includes a number of charts and graphs depicting achievement trends, dissemination of materials, and costs. Primary type of information provided by report: Program Description (Program Goals) (Progress Reports). (Author)

ED 230 597 TM 830 386

*Myerberg, N. James*
Project Basic Test Interpretation.
**Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.**
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Basic Skills; Graduation Requirements; *Minimum Competency Testing; Reading Tests; Scores; Secondary Education; *State Programs; *Testing Programs; *Test Interpretation; Test Use
IDENTIFIERS- Maryland Functional Reading Test; *Project BASIC

Project Basic is a program developed by the Maryland State Department of Education to assure that students attain basic skills in a variety of areas. Two levels of tests are given in grade 7 to monitor progress, and in grades 9 to 12 to determine whether each student has met the state minimum competency level. Students must pass the higher level of the Maryland Functional Reading Test to be eligible to graduate from high school. There are retest requirements until the test is passed. Graduation requirements apply to handicapped students (mainstreamed or in regular classes) on a different schedule. Test security requires several test forms, therefore test scores have been put on a scale that can correct for differences in difficulty. Scale scores transformed to performance-related scores, and estimated percent-correct scores are used to adjust to the different forms. Scores reported for the total test determine graduation eligibility, and scores for each domain determine areas needing further instruction. The results are reported to students, parents and school staff with pass/fail and performance indications. (CM)

ED 230 598 TM 830 391

*Bradburn, Norman M.*
The Relationship of Federal to Private Statistics.
PUB DATE- 29 Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- Administration; Data Analysis; *Data Collection; *Federal Programs; Financial Policy; *Government Role; Interviews; *Quality Control; *Resource Allocation; Standards; *Statistics
IDENTIFIERS- Budget Cuts; *Census Bureau Current Population Survey

Federal statistics form the foundation and are the standard for private statistics. Reliable and accurate statistics are increasingly used in complex models of the economy and society that have become important tools for management of large business concerns and for policy planning in governmental bodies. Reductions in government funding threaten the statistical system. These effects undermine assumptions of the quality of federal statistics, which will, in turn, have great negative effects not only on the foundation of the federal statistical system and the Census, but also on private statistics. Further, eliminating the central statistical group in the Office of Management and Budget will result in the loss of coordination in such matters as common definitions and common classificatory schemes that have enormous implications for comparability of data for analysis across surveys and among agencies and for the quality and usefulness of federal statistics. Statistics on society and the economy may be thought of as public goods that further the public interest as well as private interests.

Hence they are properly the responsibility of the federal government. (PN)

ED 230 599 TM 830 393

*Fetter, Mark*

Reading Achievement and English Language Proficiency in the California Assessment Program Sixth Grade Test.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Aptitude Treatment Interaction; English (Second Language); *Grade 6; Intermediate Grades; *Language Fluency; Language Skills; Limited English Speaking; Profiles; *Reading Achievement; *Social Class; Spanish Speaking; Standardized Tests
IDENTIFIERS- *California Assessment Program

This paper reports on the relationship between English language fluency and reading achievement in California sixth grade students. The interaction between fluency and social class was examined. This interaction was found to be similar for students who spoke English only and for Spanish speakers who were fluent in English. It was diminished for limited English proficient students. This may have been the result of the criteria applied for this classification. The effects of fluency on performance in various reading skills was examined. Overall differences in performance were examined and skills which were particularly difficult for limited and fluent English proficient groups were identified. (Author)

ED 230 600 TM 830 394

*Wisniewski, Richard*
The Scholarly Ethos in Schools of Education.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTIONS- *College Environment; *Educational Research; *Ethnography; *Ethology; Higher Education; Institutional Characteristics; Researchers; *Scholarship; *Schools of Education

This essay discusses the scholarly ethos in schools of education, the social milieu within which educational research is generated, taught and/or ignored. Ethos is defined as the central character of an institution, i.e., the modal characteristics and norms of the teacher education subculture. What students learn about research is far more a product of that ethos than the result of formal instruction. No matter how much knowledge is generated by researchers, the practices and expectations of everyday life determine the degree to which faculty and students value research. The paper presents a range of inquiry needed before the ethos is fully understood, suggesting the power of ethnographic research in conducting such research. (Author)

ED 230 601 TM 830 395

*Ramey, Madelaine; Hillman, Lee*
School Characteristics Related to Student Academic Growth.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Achievement Gains; Classroom Observation Techniques; Elementary Education; *Input Output Analysis; *Institutional Characteristics; Models; *School Effectiveness; Scores; *Student Characteristics; Teacher Influence
IDENTIFIERS- *Causal Models; Seattle Public Schools WA

Teacher attitudes (inputs) and classroom practices (processes) were used to predict residual student achievement scores (outputs). A combination of three approaches were used to control for student background characteristics and isolate the effects of school variables: (1) a "residual" measure of achievement; (2) an "input-output" or "production function" using both student and school background characteristics as inputs and achievement scores as outputs; and (3) "process-outcome" or "process-product" controls. A causal modeling effort in Phase I of the Seattle School Effectiveness Project in 1979-80 produced a "school effectiveness index," designed to be free of influence from a few major student characteristics (family income, initial achievement and ethnic classification) which are beyond the school's control, yet relate to student achievement gains. Phase II identified school characteristics which are correlated with the index. Phase III findings in 1981-82 were compared with Phase II results in 1980-81, and an explanatory causal model is proposed which examines reading, mathematics and language achievement gains. (Author/CM)

ED 230 602 TM 830 396

*Arter, Judith A.*
Six Years of Title I Evaluation Technical Assistance: Past Strategies and Measurement of Effectiveness.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Accountability; Educational Planning; *Educational Strategies; *Educational Technology; Longitudinal Studies; *Program Effectiveness; Program Evaluation; Researchers; *Technical Assistance
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Technical Assistance Centers

This paper describes the level and nature of Title I Evaluation Technical Assistance services provided in 14 western states over the past six years. The primary data source is the routine information collected by the Technical Assistance Center (TAC) on all contacts with clients. Points made as a result of this review are focused on what the data do and do not show about the development over time of technical assistance strategies and content. In sum, TACs have enjoyed a high level of impact and success with clients, much of which is not documented in numbers. Elements of the TAC structure which have contributed to success are a client-centered approach; flexibility in service provision, content and staffing; good needs assessment and awareness approaches; face-to-face contact; responsiveness; an initial focus and impetus for participation; and high quality information and materials. Other important factors are the perception of TACs as a resource, not a monitoring agency, and funding which allowed good quality personnel and materials. (PN)

ED 230 603 TM 830 398

*Kalk, John Michael; And Others*
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51.
**Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
GRANT- NIE-G-80-0003
AVAILABLE FROM- National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Academic Achievement; *Age Differences; Chronological Age; Educational Assessment; Educational Trends; Elementary Secondary Education; Federal Programs; Multiple Regression Analysis; *Outcomes of Education; Predictor Variables; *School Entrance Age
IDENTIFIERS- Data Interpretation; *National Assessment of Educational Progress; *Secondary Analysis

The changing achievement relationships among students, from elementary through high school, were investigated between their ages relative to their classmates and their ages at entry into first grade. A secondary analysis was performed on the data collected by the National Assessment of Educational Progress. The sample involved Caucasian students in grades four, eight and eleven (ages 9, 13 and 17 respectively). The achievement data included mathematics, science and reading. The predictor variables were relative age, class age, sex, parental education, home environment, and type of community. Relative age described a student's age relative to the other students in the classroom, while class age was a control for states with different school entrance cutoff dates. The predictor variables were entered in a stepwise multiple regression analysis, with class age and relative age entered first. The combined achievement data indicate that the significantly higher achievement found among the oldest students at age nine decreases but remains significant at age thirteen, and disappears by age seventeen. A second analysis of the proportion of students retained one grade revealed significantly increasing proportions of retained students as relative age becomes younger. Primary type of information provided: Results (Secondary Analysis) (Interpretation). (Author/PN)

ED 230 604 TM 830 399

*Albright, Leonard*
Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System.
**Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.**
PUB DATE- Jun 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Disabilities; Disadvantaged; *Evaluation Methods; *Evaluators; Program Evaluation; *School Districts; Secondary Education; *Special Programs; State Programs; *Training Methods; *Vocational Education
IDENTIFIERS- External Evaluation; *Vermont

The Vermont Vocational Special Needs Evaluation System is a statewide system for evaluating special projects for disadvantaged and handicapped students enrolled in secondary level vocational education programs. A program used for training individuals to serve as external evaluators for the system is presented. This document consists of four sections, which are: (1) an introductory section that provides a rationale for the training program, describes the selection procedures for external evaluators, and highlights the overall training program; (2) an overview of the Vermont Evaluation System, including the sequence of activities, local self-evaluation reporting and the guiding principles of the evaluation system; (3) the external evaluation activity, with discussion of the evaluator's schedule and the activities occurring during the two-day onsite evaluation, as well as a sample of an external evaluator report; and (4) an annotated bibliography of products developed during the operation of the Vermont evaluation system project. (PN)

ED 230 605 TM 830 400

*Dodd, Barbara G.; And Others*

Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Spring Semester 1980. Research Bulletin 80-8.

**Texas Univ., Austin. Measurement and Evaluation Center.**
PUB DATE- Dec 80
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Credit Courses; *Equivalency Tests; Grades (Scholastic); Higher Education; *Scoring; State Programs; Student Placement; *Test Results; *Test Validity; *United States Government (Course)
IDENTIFIERS- *College Level Examination Program; University of Texas Austin

During the fall of 1979 the University of Texas Department of Government requested that the credit-by-examination program for a basic survey of American government be examined. The course, Government 310L, was developed out of previous policies and earlier validity studies of the College-Level Examination Program (CLEP) tests. The present validity study examined the level of performance of 284 students on the combined CLEP test on political institutions; federal, state and local governments; and the University of Texas, Austin test on state politics and government. The tests were scored separately, then a total score was used in determining final course grades. The validity study analysis and adoption of a decision score for credit used the total scaled scores on the 20-80 scale of CLEP examinations, related to preliminary course grades. Analyses of total scores, expected total scores, performance, decision scores, operation of the placement system, and guidelines for credit indicated that little change in student performance had occurred. (CM)

ED 230 606 TM 830 401

*Appenzellar, Anne B.; Kelley, H. Paul*

Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8.

**Texas Univ., Austin. Measurement and Evaluation Center.**

PUB DATE- Jul 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Credit Courses; Engineering Education; *Equivalency Tests; Grades (Scholastic); Higher Education; *Programing Languages; *Scoring; Student Placement; *Test Results; *Test Validity
IDENTIFIERS- *College Level Examination Program; *FORTRAN Programing Language; University of Texas Austin

Two validity studies of the College Board College-Level Examination Program (CLEP) Subject Examination in Elementary Computer Programming: Fortran IV determined that CLEP scores are appropriate for granting examination credit at the University of Texas at Austin. The standard-setting administration was in the spring of 1979, with a re-evaluation in the spring of 1982. This CLEP test measures knowledge, understanding and skills equivalent to those normally gained in one semester of an introductory college course in Fortran IV. Students enrolled in Electrical Engineering 212 took the CLEP test as a final examination and instructors submitted preliminary course grades prior to testing to establish a grade relationship with CLEP scaled scores. The relationship of examination and course performance was examined in terms of descriptive statistics, expected grades, possible decision scores, placement accuracy, and scoring guidelines. In 1979 a score of 48 was recommended for credit with the minimally satisfactory grade of C, and 55 and 62 were suggested for credit with the grades B and A, respectively. In 1982 the decision score for credit with a grade of C was recommerded to be 51, a grade of B at 57 and a grade of A at 60. (CM)

# DOCUMENT RESUME

ED 230 607 TM 830 402

*Brinberg, David; McGrath, Joseph E.*
A Validity Network Schema.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTIONS- Behavioral Science Research; Generalization; Measurement Techniques; Models; *Research Methodology; *Research Needs; Research Problems; *Research Tools; *Validity
IDENTIFIERS- Robustness; *Validity Network Schema; *Validity Research

Numerous forms and meanings of validity have been developed to provide researchers with the opportunity to assess the many potential sources of ambiguity that exist in any research finding. A Validity Network Schema (VNS) developed by Brinberg & McGrath (1982) is extended and elaborated in order to describe the components of the research process and their interrelations, and draw out some implications of the schema for the acquisition of knowledge. VNS describes research as a three-stage process, whose outcome is some structural combination of concepts, methods, and substantive events. In stage 1, researchers develop, clarify, and select elements and relations from the three basic domains--conceptualization, methodological, and substantive. Stage 2, the research study proper, involves two steps: the researcher combines elements and relations from two of the three domains to form an intermediate structure; and the researcher integrates that structure with the elements and relations from the third domain. Stage 3 of the research process involves the reduction of uncertainty associated with the findings of Stage 2 by exploring the range of respondents, events, contexts, methods, and concepts over which the stage 2 results do and do not hold. In stage 3, validity takes on the meaning of robustness and generalizability. (PN)

ED 230 608 TM 830 413

*Bond, Susan B.; Waltz, Carolyn F.*
Beyond Needs Assessment to Marketing Continuing Education in Nursing.
PUB DATE- Oct 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Continuing Education; Educational Needs; Educational Objectives; *Evaluation Utilization; Guidelines; Higher Education; *Marketing; *Needs Assessment; *Nursing Education

The prevalence of the need for marketing in continuing education in nursing is justifiable considering the growing pressures for efficiency and economies of scale in this field of higher education. This paper critically analyzes the current utilization of needs assessment in continuing education programs in nursing. It is argued that the cost benefit of a needs assessment can only be realized when the needs assessment is utilized as a framework for subsequent development of a total marketing scheme. More specifically, the paper discusses and illustrates by example, strategies for how a marketing plan can be employed in continuing education programs in nursing in order to: (1) define objectives; (2) examine opportunities and threats; and (3) perform situation and competitive analysis, with relatively low cost to the administrator of continuing education. In this manner it is possible to achieve a more desirable balance between organizational and market needs. A set of guidelines are presented for conducting a comprehensive yet cost efficient marketing analysis to serve as a basis for decision making in a continuing education program in nursing. (Author)

ED 230 609 TM 830 431

*Goldberg, Jo Ann*
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System.
**Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.**
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Adult Counseling; Case Studies; *Counseling Services; *County School Districts; Drug Abuse; *Employee Attitudes; *Employment Problems; Evaluation Methods; Family Problems; *Program Effectiveness; *Program Evaluation; Referral; Work Attitudes
IDENTIFIERS- *Employee Assistance Programs; Montgomery County Public Schools MD

The Montgomery County public school system presently provides assistance through the Employee Assistance Program (EAP) to troubled employees with problems which affect work performance. EAP's mandate is to provide crisis intervention, prereferral evaluation, information, referral, and follow-up services. From its inception to March, 1981, EAP provided services to 943 employees with the following types of problems: job-related problems, substance abuse problems, family problems, and others. The present study was initiated by the Employee Assistance Program to determine the program's impact upon employee clients and the supervisors who had referred employees to EAP. The study's major purposes were to determine: (1) To what extent did EAP enable troubled employees to function more effectively because of program intervention? (2) To what extent did EAP reduce time-consuming activities of supervisors and other personnel related to the problems of troubled employees? (3) To a limited extent, the study also examined selected aspects of EAP's organizational procedures, including intake and referral functions, confidentiality, and recordkeeping procedures. Telephone interviews were conducted with a sample of employees (n=80) representing 21 percent of the population that had used EAP services from the fall of 1979-1981. Findings, limitations and recommendations are discussed. (PN)

ED 230 610 TM 830 438

Survey of Basic Skills: Grade 3 and Grade 6 - 1982. School Report for John M. Gomes Elementary. California Assessment Program.
**California State Dept. of Education, Sacramento.**
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTIONS- Academic Achievement; *Basic Skills; *Educational Assessment; Elementary Education; Grade 3; Grade 6; *Profiles; Scaling; Scoring; State Departments of Education; *State Programs; Student Evaluation; Testing Programs; *Test Results
IDENTIFIERS- *California Assessment Program

The California Assessment Program (CAP) presents the Survey of Basic Skills report for grades 3 and 6 of an Alameda County elementary school for 1982. This report begins with an overview of school and district achievement and progresses to more detailed information related to performance in specific skill areas and scores for different groups of students. The report also includes interpretive materials. The "Content Area Summary" includes the following information: school and district scaled scores for 1982 and two previous years, comparison score bands for schools and districts, a summary of background factors, and pupil score distribution. "Program Diagnostic Displays" provide information about performance in the skill areas that are tested in reading, written language, and mathematics. The last section of the Display contains responses to attitudinal questions; students were asked to indicate how much they like reading, writing stories, and mathematics. "Student Subgroup Results" provide scores for different groups of students according to sex, mobility, socioeconomic status, English language fluency, and specially funded programs. "Using Survey Results" suggests a procedure for using CAP results. Included also are descriptions of the skill areas tested. "Interpretive Supplement and Conversion Tables" provides additional information and guidelines for interpretation of content area results. (PN)

ED 230 611 TM 830 441

Helping Students Do Their Best on Standardized Achievement Tests. Bulletin No. 6.

**Los Angeles Unified School District, Calif. Research and Evaluation Branch.**

PUB DATE- 1 Apr 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTIONS- Academic Achievement; Achievement Tests; Check Lists; Elementary Secondary Education; Intentional Learning; *School Districts; Scores; *Standardized Tests; *Test Coaching; Test Results; *Test Wiseness
IDENTIFIERS- *Los Angeles Unified School District CA

The Research and Evaluation Branch of the Los Angeles Unified School District presents a bulletin to help prepare students to do their best on achievement tests. The bulletin is divided into five sections. After an introduction, section 2, "Characteristics of Today's Standardized Achievement Tests" discusses test content, test format, answer documents, machine scoring, and time limits. The next section, "Developing Student Readiness for Test Taking" includes test content readiness, test-taking skill readiness, and emotional readiness. Section 4, "Providing for Optimal Test Administration" attends to the physical setting, preparation for test administration, and the day of testing. Section 5, is a ten-item "Student Checklist for Test-Taking." (PN)

ED 230 612 TM 830 449

*Clark, Sheldon B.; Huck, Schuyler W.*
Allocating Sample Material to Increase the Precision of a Priori Contrasts.
PUB DATE- 12 Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Analysis of Variance; *Error of Measurement; *Hypothesis Testing; *Research Design; Research Needs; *Sampling; Statistics
IDENTIFIERS- A Priori Tests; *Planned Comparisons; *Power (Statistics); Sample Size

In true experiments in which sample material can be randomly assigned to treatment conditions, most researchers presume that the condition of equal sample sizes is statistically desirable. When one or more a priori contrasts can be identified which represent a few overriding experimental concerns, however, allocating sample material unequally will lead to more powerful tests of certain hypotheses, when the assumptions underlying the analysis of variance are known to be met. The purpose of this study was to develop systematic procedures for assigning a fixed amount of sample material to treatment conditions using either of two optimality criteria: (1) the maximization of the average precision of a given set of contrasts, or (2) the equalization of precision across a set of such contrasts. On the basis of relevant literature, the squared standard error of the estimate was adopted as the appropriate measure to minimize or equalize. Algorithms were developed mathematically to achieve each of these goals under specified conditions in single factor, fixed effects, analysis of variance applications. (PN)

ED 230 613 TM 830 450

*Ross, Dorene Doerre*
Action Research in a University Laboratory School: An Interview Study.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTIONS- *Action Research; Decision Making; *Educational Policy; Elementary Secondary Education; *Interviews; *Methods Research; Researchers; Research Problems; Research Projects; School Policy; *Teachers

Fifteen teachers who have conducted group or individual action research projects were interviewed to identify factors which promote and, at times, limit teachers' efforts to conduct action research studies. Interviews which ranged from 45 to 90 minutes focused on teachers' definitions of research, their involvement in research projects, support they received and problems encountered in research projects, and their awareness of the projects of others. Drawing on teachers' observations and recommendations, nine recommendations are made to school policy makers who wish to encourage teachers to conduct action research studies: (1) help teachers develop a realistic definition of research; (2) encourage participation in research projects, but keep participation voluntary; (3) provide time and money as incentives for conducting research; (4) provide systematic instruction to help teachers develop the skills necessary to conduct research; (5) provide access to appropriate resource personnel on a continuing basis; (6) develop a systematic way for teachers to share ideas with one another; (7) recruit only highly motivated teachers; (8) involve the teachers from the initial moment of decision-making; and (9) make several people responsible for the coordination of the project. (PN)

ED 230 614 TM 830 452

*Hoffman, Lee McGraw*

Accountability Uses of a Statewide Compensatory Education Program Evaluation.

**Louisiana State Dept. of Education, Baton Rouge.**
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Accountability; *Compensatory Education; Educational Finance; Educational Quality; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; Full State Funding; *Program Evaluation; Program Validation; *Remedial Instruction; State Boards of Education; Statewide Planning
IDENTIFIERS- *Louisiana; Standards for Evaluation Educ Prog Proj Materials

Louisiana's State-Funded Compensatory/Remedial Program requires two different evaluations: a study of the statewide program and local evaluations conducted by the 66 public school systems involved in the program. The State Education Agency (SEA) evaluation unit is responsible for (1) conducting the statewide evaluation and (2) exercising quality assurance over, and providing technical assistance to, the local evaluations. State Board of Education policy requires that both evaluations apply the Standards for Evaluations of Educational Programs, Projects, and Materials. This paper is written from the point of view of evaluation management and discusses the accountability uses of the processes and information for statewide and local evaluations. It identifies the organization and management relations developed to carry out the evaluations and discusses the issues arising in implementing evaluations that affect more than a single program or organizational unit. The issues discussed include maintaining the legitimacy of the evaluations and other SEA efforts, balancing the needs of other programs, using the evaluation information, balancing the dual role of the SEA evaluation unit, and assuring quality in the evaluation. (Author/PN)

ED 230 615 TM 830 453

*Weiss, David J.; McBride, James R.*

Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.

**Minnesota Univ., Minneapolis. Dept. of Psychology.**

SPONS. AGENCY- Air Force Office of Scientific Research, Arlington, Va.; Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Mar 83
CONTRACT- N00014-79-C-0172
AVAILABLE FROM- Computerized Adpative Testing Laboratory, N660 Elliott Hall, University of Minnesota, 75 East River Road, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Ability Identification; Bayesian Statistics; *Computer Assisted Testing; Estimation (Mathematics); Item Banks; *Latent Trait Theory; Research Methodology; Scores; Simulation; *Test Bias; *Test Items
IDENTIFIERS- *Adaptive Testing; *Bayesian Adaptive Ability Testing; Bayesian Tailored Testing; Item Discrimination (Tests); Monte Carlo Studies; Tailored Testing; Test Length

Monte Carlo simulation was used to investigate score bias and information characteristics of Owen's Bayesian adaptive testing strategy, and to examine possible causes of score bias. Factors investigated in three related studies included effects of item discrimination, effects of fixed vs. variable test length, and effects of an accurate prior theta estimate. Data were generated from a three-parameter logistic model for 3,100 simulees in each of eight data sets; Bayesian adaptive tests were administered, drawing items from a "perfect" item pool. The results indicate that theta estimates from Owen's Bayesian adaptive testing method are affected by the prior theta estimate used and that the method does not provide measurements that are unbiased and equiprecise except under the unrealistic condition of an accurate prior theta estimate. (Author/PN)

ED 230 616 TM 830 454

*Estes, Gary D.*
Cost Effectiveness in Evaluation Technical Assistance: Different Aspects of Measuring Cost and Outcomes.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTIONS- Change Strategies; *Cost Effectiveness; Educational Economics; *Organizational Objectives; Program Costs; Program Development; Program Effectiveness; *Program Evaluation; *Resource Allocation
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Technical Assistance Centers

The paper focuses on the Title I Evaluation Technical Assistance Centers to illustrate issues of measuring costs and deciding on outcome criteria before promoting "cost-effective" approaches. Effects are illustrated for varying resource allocations among personnel, travel, materials, and phone costs as a function of emphasizing workshops, on-site consultations, phone consultations or material mailouts as assistance strategies. Accounting for staff time by type of activity such as workshop preparation/presentation, travel, and materials development is illustrated as another method to analyze resource allocations or costs. Outcomes which might be indirect indicators of effects such as number of workshops provided, clients served, or consultation hours provided are contrasted with more direct indicators such as number of districts with "high quality" reports, number of cases in which evaluations are used or client satisfaction with services. Finally, the feasibility of actually conducting cost-effectiveness studies is questioned. Sponsors, service providers and clients will value different outcomes. It is helpful to make explicit the relationship between resource allocations and desired outcomes to minimize potential conflicts among these groups. (PN)

ED 230 617 TM 830 457

*Hughes, Francis P.*
Comparing Four Estimates of the Criterion-Referenced Standard for a Written Test.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Criterion Referenced Tests; Cutting Scores; Higher Education; *Measurement Techniques; Minimum Competencies; Multiple Choice Tests; *Psychometrics; *Standards
IDENTIFIERS- Angoff Methods; Ebel Method; Guerin Method; *National Board of Medical Examiners; *Standard Setting; Standards for Educational and Psychological Tests

Four procedures were used to estimate a criterion-referenced standard for a multiple-choice examination developed by the National Board of Medical Examiners (NBME). Two experimental procedures, the NBME method and a modification of the Guerin method, and the Angoff and Ebel procedures were evaluated on the consistency of the estimates they yielded, the plausibility of the failure rates, and the standard-setters' confidence in their judgments. The NBME and modified Guerin procedures yielded the most consistent and least consistent estimates, respectively. The failure rates associated with the standards obtained using these procedures were higher than the failure rate associated with the test's norm-referenced standard, but only the failure rate associated with the modified Guerin procedure was obviously unacceptable. The standard-setters said it was difficult to judge the success rate of "minimally knowledgeable examinees" with the test questions, but even more difficult to make those judgments for the hypothetical classifications of items used with the Ebel procedure. The estimates obtained using three of the procedures were relatively consistent and the failure rates associated with them, although higher than the rate experienced with a norm referenced standard, were plausible. (Author/PN)

ED 230 618 TM 830 460

*Brandt, David A.; And Others*

Development of the National Assessment of Educational Progress.

**American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- AIR-25900-11/82-FR
PUB DATE- Nov 82
CONTRACT- NIE-400-82-0015
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Educational Assessment; Educational Testing; Elementary Secondary Education; *Federal Programs; *Program Descriptions; *Program Development; *Program Improvement; Psychometrics
IDENTIFIERS- *National Assessment of Educational Progress

This report discusses five issue areas in which it is believed substantial improvements in the National Assessment of Educational Progress (NAEP) might be achieved. The unifying themes among these issues are to increase the visibility of NAEP, its relevance to policymakers, and its utility to state and local agencies. The first of five substantive chapters deals with the critical need for an overall framework for NAEP objectives. The second chapter deals with the design of test administration and focuses on the costs and benefits of a unified, integrated assessment given each year. The next chapter indicates that exercises are the wrong unit of analysis for NAEP and compares latent trait and latent class approaches to the development of meaning in assessment, pointing out the special applicability of the latent class analysis for achievement indices. The fourth chapter reviews existing studies of computer-based testing, seeks out predictions of future technological advances, and proposes a gradual series of studies aimed at the ultimate infusion of computer-administered tests throughout NAEP. In the final chapter, a concept and plan are described for an Educational Assessment Institute. Primary type of information provided by report: Program Description (Operating Policies); Procedures (Conceptual). (Author/PN)

ED 230 619 TM 830 461

*Sweet, Robert W., Jr.*

Director's Report to the Congress on the National Assessment of Educational Progress.

**National Inst. of Education (ED), Washington, DC.**
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Educational Assessment; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Programs; Information Utilization; *Program Descriptions; *Research Methodology
IDENTIFIERS- *National Assessment of Educational Progress

This report is in compliance with Section 405(k) of the General Education Provisions Act which states that the Director of the National Institute of Education (NIE) provide for a review of the National Assessment of Educational Progress (NAEP) at least once every three years and provide for public comment on its conduct and usefulness. To obtain the congressionally required public comments on the conduct and usefulness of the National Assessment, NIE surveyed chief state school officers, state assessment directors, professional education associations and organizations, and educational researchers. In addition, prior evaluations of NAEP were reviewed and selected papers which address various aspects of NAEP were commissioned. This report reviews the origins of the National Assessment (Chapter 1), describes its present procedures, design, and methodology (Chapter 2), summarizes its major findings (Chapter 3), discusses its uses (Chapter 4), presents reactions to NAEP (Chapter 5), and sets forth NIE's recommendations (Chapter 6). Primary type of information provided by report: Program Description (Legislative Requirement). (Author/PN)

ED 230 620 TM 830 465

*Pfeiffer, Steven, I.; Naglieri, Jack A.*

The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diverse Students. Final Report. Revision.

**Northern Arizona Univ., Flagstaff.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 83
GRANT- NIE-G-81-0079
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Acculturation; *Achievement Tests; *Cultural Differences; *Group Testing; Intermediate Grades; Mexican Americans; *Minority Group Children; Profiles; Reading Tests; Scores; Standardized Tests; *Test Bias; White Students
IDENTIFIERS- *Arizona (Phoenix)

A group supportive testing procedure and acculturation level are investigated as to their influence upon achievement test scores of 150 culturally diverse inner city school students in grades four through six. The group supportive testing procedure was specifically designed as a facilitation strategy that attempted to mirror the more typical interaction style of minority children. The multidimensional measure of acculturation sought to elucidate whether students with particular acculturation profiles would present a particular test-taking performance. The experimental facilitative procedure employed did not improve either the Anglo or Mexican American children's test performance. The authors state (1) that minority group children should be administered group achievement tests under standard administration procedures, and (2) a student's sociocultural status, at least socioeconomic status and family size, appears to be a potentially relevant psychological construct that warrants further attention. (PN)

ED 230 621 TM 830 467

*Rachal, Janella; And Others*
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
**Louisiana State Dept. of Education, Baton Rouge.**
PUB DATE- Dec 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Case Studies; Compensatory Education; *Educational Improvement; *Evaluation Methods; Evaluators; Program Development; *Program Evaluation; Program Implementation; *State Departments of Education; Statewide Planning; *Workshops
IDENTIFIERS- *Evaluation Reports; *Louisiana; Standards for Evaluation Educ Prog Proj Materials

The Louisiana Round Table of Program Evaluators was organized in 1980 among educational evaluators from large parish school systems and the State Department of Education to discuss topics of mutual concern. Since its inception the group has been instrumental in the development and implementation of various workshops directed toward the improvement of educational evaluation across the State. On November 4-5, 1982, the Round Table presented a Statewide training workshop for local program evaluators and compensatory education coordinators in Baton Rouge, Louisiana. The two-day program focused on evaluation design, instrument development, and evaluation report writing. A theoretical local school system compensatory education program was used as a case study upon which the various activities were focused. Approximately 130 local school systems and 40 State Department personnel were in attendance during the two-day workshop. This monograph presents the information determined necessary within the report writing phase of the training. (Author/PN)

ED 230 522 TM 830 469

*Torres, Rosalie T.; Harnisch, Delwyn L.*
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTIONS- Adults; Criterion Referenced Tests; Educational Diagnosis; Elementary Secondary Education; *Functional Literacy; *Measurement Techniques; Minimum Competencies; *Minimum Competency Testing; Remedial Instruction; *Test Theory; *Test Use; *Test Validity
IDENTIFIERS- *Content Validity

A review of functional literacy testing in the United States from 1955-82 is provided by summarizing the results of literacy assessment studies and synthesizing the major issues which they have engendered. These reviews are grouped with respect to content, criterion-related, and construct validity. The paper concludes by (1) summarizing some of the theoretical and practical implications of these findings and (2) citing measurement techniques which provide information that can enhance the use of existing functional literacy tests. (Author/PN)

# DOCUMENT RESUME

ED 230 623 TM 830 470

Design of the National Assessment of Educational Progress. Final Report.

**Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Oct 82
CONTRACT- NIE-400-82-0017
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Educational Assessment; Educational Objectives; Educational Planning; *Educational Strategies; Elementary Secondary Education; *Federal Programs; Information Utilization; Methods; *Program Descriptions; *Program Design; Research Methodology; Technology
IDENTIFIERS- *National Assessment of Educational Progress

In an attempt to increase the usefulness of future National Assessment of Educational Progress (NAEP) findings, yet retain the usefulness of past assessments, a framework for the conduct of assessments is presented. This framework is supported by agreement on three major goals, by overall methods for reaching those goals, and by firm concepts of how these goals and methods affect the interrelated phases of assessment work. The three most basic purposes that NAEP should serve over the next five years are: (1) NAEP should provide the basis for a highly credible and useful national report card, (2) NAEP should improve the utility of assessment results for educational policymakers and practitioners, and (3) NAEP should improve the utility of assessment methodology to states and local education agencies. A discussion, on a conceptual level, indicates how the Educational Commission of the States believes NAEP should gather, process, and transmit information and how electronic technology can support these efforts. Generally excluded from this overview of assessment design are the yet to come detailed descriptions of specific assessment activities. Primary type of information provided by report: Program Description (Operating Policies); Procedures (Conceptual). (PN)

ED 230 624 TM 830 472

*Hambleton, Ronald K.; And Others*
Fitting Item Response Models to the Maryland Functional Reading Test Results.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- Elementary Secondary Education; *Goodness of Fit; *Latent Trait Theory; Mathematical Models; State Programs; *Testing Problems; *Testing Programs; Test Items; *Test Results
IDENTIFIERS- *Maryland Functional Reading Test; One Parameter Model; Residuals (Statistics); Three Parameter Model; Two Parameter Model; Unidimensionality (Tests)

The potential of item response theory (IRT) for solving a number of testing problems in the Maryland Functional Reading Program would appear to be substantial in view of the many other promising applications of the theory. But, it is well-known that the advantages derived from an IRT model cannot be achieved when the fit between an item response model and the test data of interest is less than adequate. The principal purpose of the research reported in this paper was to investigate the fit of the one-, two-, and three-parameter logistic models to the test results obtained from the administration of the 1982 Maryland Functional Reading Test (MFRT). The evidence addressing model-data fit seemed clear: a two-parameter logistic model was able to adequately account for examinee performance on the MFRT. The one-parameter model could not handle the substantial variation among test items in their discriminating power. The three-parameter model improved the fit only slightly because of the minimum amount of guessing on the test. Several suggestions were offered in the paper for conducting goodness-of-fit investigations. (Author)

*Alkin, Marvin C.; Lewy, Arieh*

Impact of a Major National Evaluation Study: Israel's Van Leer Report.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Achievement; Decision Making; *Educational Assessment; Educational Legislation; Elementary Education; Evaluation Methods; *Evaluation Utilization; Foreign Countries; National Programs; *Predictor Variables; *Resource Allocation; Surveys
IDENTIFIERS- *Israel

This investigation documents the impact of the Van Leer Study, a large-scale evaluation study of achievement in the primary schools of Israel. It is intended to increase understanding of the process of evaluation utilization, showing how evaluation findings and other kinds of information can work together, over time and in a variety of ways, to influence decision making. The Van Leer Study provided a comprehensive review of three major areas: resources and their allocation among the different types of Israeli public schools; student achievement in reading, arithmetic, Biblical studies, geography, and science; and home and school variables associated with achievement. The study was designed for multiple clienteles and was reported in a variety of formats. When released, the evaluation report generated considerable controversy among its major audiences. The ultimate impacts of the lengthy report were that the various groups were led to a closer examination of the issues; that a number of Parliamentary recommendations were made; that a variety of program changes were initiated at the Ministry of Education; that additional research in the form of replication studies and supplementary analyses resulted; and that further study is currently ongoing. (PN)

ED 230 626 TM 830 477

*Swainston, Theron*
Linking Testing and Evaluation with School District Instructional Programs.
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Accountability; *Achievement Gains; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Feedback; *Instructional Improvement; Minimum Competencies; Program Evaluation; Program Implementation; *Standardized Tests; *Test Use
IDENTIFIERS- *Clark County School District NV

This paper describes and evaluates a comprehensive school and instructional management system developed and implemented in one of the nation's largest and fastest growing school districts. Since implementing the system, standardized achievement scores have increased an average 20 percentile points. The system has components to: (1) clearly set forth objectives; (2) measure current achievement of each objective; and (3) reduce the difference between what is and what should be. Objectives provided for by the system range from specific math skills for kindergarten to goals for individual schools and performance objectives for individual staff members. The means of measurement and evaluation include standardized tests, custom criterion-referenced tests, standards and instruments for observing, and measures of feedback regarding what is, compared to what should be. (Author/PN)

ED 230 627 TM 830 484

*Martin, John T.; And Others*
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
**Minnesota Univ., Minneapolis. Dept. of Psychology.**
SPONS. AGENCY- Air Force Office of Scientific Research, Arlington, Va.; Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jan 83
CONTRACT- N00014-76-C-0243
AVAILABLE FROM- Computerized Adaptive Testing Laboratory, Department of Psychology, University of Minnesota, 75 East River Road, Minneapolis, MN 55455.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Bayesian Statistics; *Computer Assisted Testing; Individual Testing; Latent Trait Theory; Military Personnel; *Psychometrics; Reaction Time; Standardized Tests; *Test Reliability; *Test Validity; *Verbal Tests
IDENTIFIERS- *Adaptive Testing; Bayesian Adaptive Ability Testing; Bayesian Tailored Testing; *Conventional Testing; Response Contingent Testing; Tailored Testing

A conventional verbal ability test and a Bayesian adaptive verbal ability test were compared using a variety of psychometric criteria. Tests were administered to 550 Marine recruits, half of whom received two 30-item alternate forms of a conventional test and half of whom received two 30-item alternate forms of a Bayesian adaptive test. Both types of tests were computer administered and were followed by a 50-item conventional verbal ability criterion test. The results of this study supported the feasibility and psychometric superiority of computer-administered adaptive tests as replacements for paper-and-pencil administered conventional tests in a military testing environment. On an item-for-item basis, the adaptive tests took slightly longer than the conventional tests; but with testing time held constant, the adaptive tests obtained substantially higher levels of both reliability and validity than did the conventional tests. The data showed that to obtain equal reliabilities, adaptive tests could administer 50 percent fewer items than the conventional tests; adaptive tests could also achieve the same level of validity as the conventional tests using only one-third the number of items, supporting earlier validity data reported by Thompson and Weiss (1980) on college students. (PN)

ED 230 628 TM 830 490

*Huynh, Huynh; Casteel, Jim*

Technical Works for Basic Skills Assessment Programs. Final Report.

**South Carolina Univ., Columbia. School of Education.**

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; South Carolina State Dept. of Education, Columbia.
PUB DATE- Mar 83
GRANT- NIE-G-80-0129
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- Academic Achievement; *Basic Skills; Educational Diagnosis; *Educational Research; High Schools; Measurement Techniques; *Minimum Competency Testing; Remedial Instruction; Research Methodology; Scores; *Statewide Planning; Student Evaluation; *Testing Programs; Test Interpretation
IDENTIFIERS- *South Carolina Basic Skills Assessment Program

This report deals with ways to report basic skills test data which would facilitate the identification of student weaknesses. Under study are the technical aspects and methods associated with the reporting of objective-referenced data. An exploration is then made into the use of patterns of errors in responding to basic skills test items to possibly improve various score reporting processes. In addition, the feasibility of using these patterns to construct instructionally equivalent test forms is discussed. Finally, an approach is presented to project budget requirements and allocation of resources in school districts or states in which instructional remediation is a corollary of a basic skills assessment program. This work is geared to the needs of planners of statewide or districtwide basic skills assessment programs and to other people such as students, parents, and teachers who would benefit from test interpretations which are detailed yet simple. Procedures which enhance the identification of weaknesses in the acquisition of basic skills, particularly among disadvantaged students, will undoubtedly contribute to the mission of testing for instructional purposes and for program evaluation. (Author/PN)

ED 230 629 TM 830 494

*Federico, Pat-Anthony; And Others*
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
**Navy Personnel Research and Development Center, San Diego, Calif.**
REPORT NO.- NPRDC-TR-83-11
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Academic Aptitude; Armed Forces; Cerebral Dominance; Cognitive Ability; *Cognitive Processes; *Cognitive Style; Cognitive Tests; Correlation; Individual Differences; Lateral Dominance; Military Training; *Neurological Organization; *Test Validity
IDENTIFIERS- *Brain Functions; Brain Hemispheres; Brain Research; Crystallized Intelligence; *Event Related Potentials; Evoked Brain Potentials; Fluid Intelligence; Navy

Fifty Navy recruits were given 11 paper-and-pencil tests of cognitive styles, abilities, and aptitudes. Visual, auditory, and bimodal brain event-related potential (ERP) amplitudes were recorded from each of these subjects. Product-moment and canonical correlational analyses, as well as principal-factor analysis and varimax rotation, were conducted. Product-moment correlations indicated that some cognitive attributes were significantly associated with some ERPs. Cognitive characteristics that contributed to the significant canonical correlations were general aptitude, verbal comprehension, spatial ability, field dependence-independence, conceptualizing style, and reflection-impulsivity, as well as ERPs in the right temporal and parietal areas and left frontal and parietal areas. Some ERPs and cognitive characteristics defined the same underlying dimensions, implying that they are related. The results demonstrated the construct validity of ERPs as indicators of individual differences in cognitive characteristics, especially crystallized and fluid intelligence. (Author)

UD

ED 230 630 UD 022 729

*Deaton, Robert*
What to Do When the Smoke Clears: Stage I and Stage II Planning with Asian Refugees.
PUB DATE- Jul 81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Adjustment (to Environment); Cultural Traits; Employment; *Indochinese; Language Skills; Mental Health; *Refugees; Relocation; *Social Services
IDENTIFIERS- *Hmong People; *Montana

By 1980, nearly 700 Hmong refugees had settled in Missoula, Montana. Resettlement poses many problems for these people because, in addition to difficulties with language and separation from family and country, the Hmong have never dealt with urban institutions (banks, hospitals, welfare departments, apartment houses, or supermarkets). From the experiences of agencies and volunteer helpers, the suggestion arose that refugee assistance can be usefully divided into two phases: immediate resettlement (phase I) and long-term aid and integration into Montana communities (phase II). Considerations for phased planning focus on: English language, employment, community placement, relocation, cultural integrity and preservation, and mental health. Phase one language assistance consists of survival English and entry into formal oral training for children and some adults, while phase two is more concerned with reading and writing skills. In employment, entry level minimum wage jobs are secured for refugees under phase one, while phase two involves finding better paying, more stable, and skilled employment. In terms of community placement, under the first phase, services such as shopping and finding housing are done for refugees; phase two consists of encouraging the Hmong to help themselves. Relocation (when needed) consists of moving to other communities for better employment or to reunite with family or clan members. Helping refugees to maintain their cultural ties during phase one often means encouraging native arts, crafts, and celebrations; during phase two, emphasis is on long term preservation of cultural heritage. Finally, regarding mental health, those working with the Hmong must deal with anxiety, depression, and mourning in the first phase and then offer counseling and treatment for long range adjustment in phase two. (Author/GC)

ED 230 631 UD 022 768

Report to the Governor's Task Force on Violence and Extremism with Executive Summary .

**Governor's Task Force on Violence and Extremism, Annapolis, MD.; Maryland Univ., College Park. Survey Research Center.**

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Adults; *Anti Semitism; Blacks; Housing Discrimination; *Racial Attitudes; *Racial Discrimination; *Racial Relations; Religious Discrimination; Social Attitudes; Surveys; *Violence; Whites

IDENTIFIERS- *Maryland

This paper presents the result of a statewide survey conducted by the Survey Research Center at the University of Maryland for the Governor's Task Force on Extremism and Violence. The Task Force was commissioned in response to an increased number of reported incidents associated with racial, ethnic, or religious bigotry. The survey was intended to help define patterns and possible causes of these attitudes and activities, to design a reporting system, and to create vehicles that would address the problem. A questionnaire was randomly administered over the telephone to 532 adults, Maryland State residents. Results show that: (1) while prejudice and intolerance still exist, the majority of the respondents disapproved of incidents which reflect racial or religious bigotry and felt that these incidents should be dealt with by legal means and community pressures; (2) older stereotypes of reasons for some groups' inability to do well seem to be disappearing; (3) a minority of blacks and whites expressed fear of the other racial group; and (4) the majority of whites oppose laws that prohibit interracial marriage or open housing. A comparison of this survey to similar national surveys is drawn. Racial profiles of respondents and other statistical data are provided. (AOS)

ED 230 632 UD 022 770

*Checkon, Stephen; And Others*
An Evaluation of the Impact of the Basic Core of Course Offerings on Senior High School Programs.
**Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.**
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Board of Education Policy; *Class Size; *Core Curriculum; *Enrollment Influences; High Schools; Program Effectiveness; Program Evaluation; Public Schools; *Staff Utilization
IDENTIFIERS- *Montgomery County Public Schools MD

This study evaluates the impact of the basic core course offerings, as mandated by the Montgomery County, Maryland, Board of Education. In 1981, the Board adopted 19 basic core courses, identifying specific courses in the schools' curriculum that must be offered to all high school students and setting the enrollment guide for the courses. The decision was made in order to enhance the efficacy of countywide programming. The study contains information on the impact of the resolution on course offerings, course enrollment, staffing, class size, policies, and practices. It concludes that: (1) all high schools in the county complied to a great extent with the resolution; (2) senior high schools offered more basic core courses than before; (3) the new requirements had little effect on staffing and staff use; (4) overall class size remained the same in the schools in their implemention of basic core requirements; (5) previous policy decisions, such as the movement toward grades 9-12 versus 10-12 senior high schools and loss of the seven-period day, did not adversely affect implementation of the basic core; and (6) the Board's efforts to improve class size in some courses by mandating minimum sizes in others had more negative than positive effects because students could be deprived of course opportunities by the deletion of small sections. (AOS)

ED 230 633 UD 022 771

*Goldberg, Jo Ann*
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System.
**Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.**
PUB DATE- Jan 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Class Organization; Curriculum Enrichment; *Educational Change; High Schools; *Program Evaluation; Public Schools; *Research Methodology; School Policy; *School Schedules; *Time Blocks
IDENTIFIERS- *Montgomery County Public Schools MD

This research proposal is designed for the Montgomery County, Maryland, Public School System with the aim of documenting and analyzing changes that occur when 14 of the 22 high schools in the system switch from a six- to a seven-period schedule. The seven-period time table is being adopted in order to (1) allow students taking full academic loads the opportunity of taking special electives and advanced level courses; (2) reduce students' scheduling conflicts; (3) provide more time for teachers to engage in activities with individual students, while being involved in departmental and team planning; and (4) enable schools with smaller staffs to offer courses comparable in size to schools with larger staffs. The goals of the study include monitoring and analyzing the amount and kinds of additional courses taken by students, effects of the proposed changes in the length of class period on the teachers and students, and the added cost of staffing and transportation to the school system. Also included in the proposal is information on the type of instrument to be used as well as the collection and analysis of the data. (AOS)

ED 230 634 UD 022 779

Bronx Multidiscipline Special Education Bilingual Program. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.

**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; *Disabilities; Elementary Secondary Education; English Instruction; *Hispanic Americans; Individualized Instruction; Interdisciplinary Approach; Limited English Speaking; *Program Effectiveness; Reading Instruction; Science Instruction; Social Studies; Special Education; Special Education Teachers; Staff Development

IDENTIFIERS- New York City Board of Education

The Bronx (New York City) Multidiscipline Special Education Bilingual Program was designed to supplement the basic educational program for handicapped students with limited English proficiency in the Bronx Special Education Region. In 1980-81, the program served 132 Hispanic handicapped students in nine public and two private schools. Program services included direct individualized instruction, resource assistance, staff development, and the provision of opportunities for parent training and involvement. This report presents findings from the third cycle of evaluation of the program. The results indicate that: (1) participants demonstrated achievement gains in mathematics, although the criterion objective (measured in percentage of mastery of mathematics concepts) was not attained; (2) program objectives for English language proficiency, social studies, science, and English reading were met; (3) teachers had favorable attitudes toward the program and demonstrated mastery of training workshop concepts; and (4) parents who participated in training workshops successfully mastered the concepts taught. Recommendations for continued program success are presented. (MJL)

ED 230 635 UD 022 784

*Cotayo, Armando; Banchik, Gail*
Park West High School "At Your Service". O.E.E. Evaluation Report, 1981-1982.
**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; English Instruction; High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; *Program Effectiveness; Science Instruction; Social Studies; Spanish; *Spanish Speaking
IDENTIFIERS- New York City Board of Education

Project "At Your Service" at Park West High School in New York City, is a basic bilingual secondary education program for Spanish speaking ninth to twelfth grade students with limited English proficiency. In 1981-82, the program provided bilingual instructional and supportive services, and opportunities to participate in career and culturally related activities, for 200 Hispanic students. Other program activities included staff development and activities geared toward parent involvement in the program. This report describes the program context, organization, participants, activities, and evaluation. Evaluation results indicate that, in general: (1) students surpassed the criterion objective for English syntax; (2) over 70 percent of the participants passed teacher-made tests in Spanish language courses; (3) participants' mean scores on tests in English, science, mathematics, and social studies exceeded the scores of mainstream students; and (4) the participants' attendance rate was higher than the school-wide attendance rate. Recommendations for program improvement are presented. (MJL)

ED 230 636 UD 022 785

Project Esperanza. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**
PUB DATE- 82
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Bilingual Education Programs; *Bilingual Teachers; Cultural Awareness; Diagnostic Teaching; Disabilities; Elementary Secondary Education; English (Second Language); Limited English Speaking; Mathematics Achievement; Parent Participation; *Program Effectiveness; Reading Achievement; Resource Materials; Spanish Speaking; *Special Education Teachers; *Staff Development
IDENTIFIERS- New York City Board of Education

Project Esperanza, a staff development effort, was designed in order to supplement the basic educational program for handicapped students with limited English proficiency in New York City Schools. The project served the teachers of 458 students in elementary, intermediate, and secondary schools, and provided (1) staff training and consultation; (2) materials development, identification, and evaluation; (3) educational diagnosis and instructional strategies, (4) direct individualization of instruction; and (5) outreach services. Evaluation of the program's second year of operation, based on data from pupil achievement measures, program records, and interviews and observations, showed that: (1) the program objectives for English and Spanish reading, oral English proficiency, mathematics, and cultural heritage were met for all grade levels; (2) the objective for teacher training was attained; but that (3) the objective for parent involvement could not be realized. Recommendations contained in this evaluation include more recruitment of qualified bilingual special education teachers, continued efforts to develop appropriate curriculum materials and assessment instruments, and stronger efforts to generate more parental involvement in the project. (AOS)

ED 230 637 UD 022 786

*Hadis, Benjamin F.; And Others*

Thomas Jefferson High School Effective Transition of the Bilingual and Bicultural Student to Senior High School. O.E.E. Evaluation Report, 1981-1982.

**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; Curriculum Development; English (Second Language); *Haitians; High Schools; *Hispanic Americans; Limited English Speaking; Mathematics Instruction; Multicultural Education; *Program Effectiveness; Puerto Ricans; Science Instruction; Social Studies; Staff Development; Transitional Programs
IDENTIFIERS- New York City Board of Education

Project Effective Transition of the Bilingual and Bicultural Student to Senior High School (ETBBS) at Thomas Jefferson High School in Brooklyn, New York, provided additional administrative and instructional staff in order to offer instructional services to 165 foreign born students, mostly from Puerto Rico and Haiti. The program was designed to develop English proficiency, and offered instruction in native language arts, social studies, mathematics, and science. This report describes the 1981-82 implementation of the program and discusses the sources of funding, participants, program content, instructional and noninstructional components, parent involvement, and staff development. Analysis of student achievement indicates that: (1) students gained on reading ability of Spanish but failed to achieve the program objective in this area; (2) the program objective for science was met but performance for mathematics and social studies fell short of the goal; and (3) attendance rates of the participants were better than those of nonparticipants. Recommendations include more encouragement for teachers to serve as linguistic models and more confidential counseling and guidance services for students.(AOS)

# DOCUMENT RESUME

ED 230 638 UD 022 787

A Management Study of Personnel Policies and the Department of Personnel Services.
**Cresap, McCormick, and Paget, Inc., Chicago, Ill.**
SPONS. AGENCY- Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Board of Education Policy; Compensation (Remuneration); *Cost Effectiveness; Elementary Secondary Education; *Personnel Evaluation; Personnel Management; *Personnel Policy; Public Schools; *Recruitment; School Districts; Staff Utilization; *Task Analysis
IDENTIFIERS- *Montgomery County Public Schools MD

The report presents the findings of a management study conducted to review personnel policies and practices in the Montgomery County (Maryland) Public School system. The study, part of a multiyear evaluation of the entire school system's management operation, examines personnel policies, procedures, and operations in the areas of recruitment, application processing, equal employment opportunity, employee classification and placement, performance evaluations, promotions, personnel testing, preemployment physical examinations, voluntary and involuntary transfers, administration of substitute programs, personnel records maintenance, administration of workers' compensation and leave programs, and work scheduling. Based on the analyses, it was recommended that: (1) the Department of Personnel Services should strengthen its leadership role; (2) there is a need for further improvement in Personnel Services' functions, structure, staffing, and management; (3) accessibility to policies and procedures should be improved; (4) the use of part time positions should be instituted where possible to reduce cost; (5) leave policies should be reevaluated to reduce sick leave abuses; and (6) costs and benefits of work performance samples should be reassessed for cost effectiveness. Appended to the study is a summary of a national survey of personnel departments. (AOS)

ED 230 639 UD 022 789

Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.

**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**

PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Achievement Gains; Bilingual Education Programs; Elementary Secondary Education; *Emotional Disturbances; English (Second Language); Itinerant Teachers; Limited English Speaking; Mathematics Achievement; Multicultural Education; *Program Effectiveness; Reading Achievement; Science Instruction; Social Studies; *Spanish Speaking; *Special Education Teachers
IDENTIFIERS- New York City Board of Education

This report is an evaluation of the Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children, a program which supplemented the basic special education program by providing (1) staff training and consultation; (2) materials development, selection and evaluation; and (3) assistance in the diagnosis of educational needs and the prescription of instructional and management strategies. In 1981-82, the program offered services to five itinerant teachers who provided supplementary bilingual instruction to 211 emotionally handicapped (Spanish-speaking pupils with limited English proficiency in nine special schools in Brooklyn, Manhattan, and Queens (New York City). The objectives of the program were to improve reading in English and Spanish, mathematics, science, and social studies for students in mid-elementary to high school levels. Evaluation of the project's fourth year results showed that pupil achievement objectives compared favorably to those of the previous years, and that proposed objectives were met in social studies and science, while the objectives were almost met for mathematics and oral English. The report offers recommendations toward enhancing program effectiveness, including the continued development and identification of materials appropriate for the population, and more cooperation between bilingual and monolingual special education staff. (AOS).

ED 230 640 UD 022 790

Project TRABAJO and Individualized Bilingual Education for Children with Retarded Mental Development. E.S.E.A. Title VII and Chapter 720 Annual Evaluation Report, 1980-81.

**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; Career Education; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Limited English Speaking; *Mainstreaming; Mathematics Achievement; *Mental Retardation; Oral Language; *Program Effectiveness; Program Evaluation; Reading Achievement; Spanish Speaking; Transitional Programs
IDENTIFIERS- Chapter 720 (New York); New York City Board of Education

Project TRABAJO (an academic and job program) and the Individualized Bilingual Education for Children with Retarded Mental Development(a Chapter 720 Program) are two programs which provide supplementary and instructional support for 150 mildly and moderately mentally retarded New York City school students with limited English proficiency. The programs function cooperatively and complement each other's services. Project TRABAJO is designed to serve intermediate, junior, and senior high school students, while Chapter 720 serves the same population and elementary school students as well. Both programs encourage staff development, curriculum and materials development, and parental involvement. An evaluation of the program's impacts on student achievement for 1980-81, shows that objectives were attained for reading in English and Spanish, for oral proficiency in English and Spanish, and for mathematics, but not for career-education skills. These results indicate an improvement in students' mainstream language skills in 1980-81, compared to the 1979-80 academic year. Recommendations for program improvement include (1) an expanded program designed to identify, create, or adapt curriculum materials that are appropriate for the target population; (2) stronger efforts to encourage parental involvement; and (3) more funds for instructional materials for the mentally retarded. (AOS)

ED 230 641 UD 022 792

*Torres, Judith A.; And Others*
Walton High School Bilingual Basic Skills Through Interdisciplinary Career Orientation. O.E.E. Evaluation Report, 1981-1982.
**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; *Bilingual Education Programs; Career Awareness; *Career Guidance; English (Second Language); High Schools; Limited English Speaking; *Mainstreaming; Mathematics Achievement; Native Language Instruction; Reading Achievement; Social Studies; *Spanish Speaking; Staff Development; Transitional Programs
IDENTIFIERS- New York City Board of Education

The program discussed in this evaluation provided instruction in English as a second language and native language arts, as well as bilingual instruction in numerous subject fields and career education to approximately 200 Spanish-speaking students of limited English proficiency in grades 9 through 12. The philosophy of the program, which was conducted at Walton High School in the Bronx (New York City), was one of transition, equipping students with the language skills, career awareness and orientation, and general skills necessary for smooth transition from school to the job market. Program staff provided instructional and support services and staff development activities. Evaluation of the program's second year achievement data indicated that many of the program objectives were met by participating students, particularly in the areas of English syntax, native language arts, and social studies, and that the attendance rate among participants was higher than the school-wide rate. Many of the noninstructional activities (resource and curriculum development, academic and career counseling, and staff development) were also judged to be successful. The evaluation concludes with several recommendations, focusing on: (1) establishment of a resource center; (2) systematic followup of participants who are mainstreamed; (3) the need for a bilingual secretary; and (4) revision and modification of the program's proposed scope. (GC)

ED 230 642 UD 022 793

*Torres, Judith A.; And Others*
William H. Taft High School Project Adelante. O.E.E. Evaluation Report, 1981-1982.
**New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.**
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Achievement Gains; Bilingual Education Programs, English (Second Language); High Schools; *Mainstreaming; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; Reading Achievement; Science Instruction; Social Studies; *Spanish Speaking; *Transitional Programs
IDENTIFIERS- New York City Board of Education

Project Adelante provided instruction in English as a second language (ESL), as well as bilingual instruction in social studies, mathematics, and science to 230 students of limited English proficiency at William H. Taft High Schol, Bronx, New York City. One of the program's major goals was to expedite the acquisition and use of English language skills necessary for entry into mainstream courses. Quantitative analysis of student achievement during the second year of Project Adelante indicates that: (1) on the average, students failed to meet program objectives in ESL and Spanish reading; (2) from 54 to 61 percent of the program students enrolled in mainstream mathematics courses passed teacher made exams; (3) 62 to 67 percent of the students passed the bilingual mathematics courses; (4) a higher percentage of program students passed mainstream science courses than bilingual science courses; (5) in social studies, similar passing rates were noted in the mainstream and the bilingual courses; and (6) the overall attendance rate of program students exceeded that of the school as a whole by 26 percent. Program evaluation also resulted in a number of recommendations regarding administrative reorganization to increase communication among teachers, evaluation of course offerings, increased parent participation, and review and evaluation of instructional materials. (GC)

ED 230 643 UD 022 797

*Gross, Susan; Walters, Pamela Barnhouse*

Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures.

**Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.**
PUB DATE- Feb 83
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Asian Americans; Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Language Proficiency; *Language Tests; *Limited English Speaking; Mainstreaming; *Student Evaluation; *Test Reliability; *Test Validity
IDENTIFIERS- Language Assessment Scale; Minimum English Competency Test; Montgomery County Public Schools MD

The Montgomery County (Maryland) Public Schools (MCPS) provide English language instruction to approximately 3,800 students with limited English proficiency. This report represents results of an evaluation of the English for Speakers of Other Languages (ESOL)/Bilingual services offered during 1981-82. The first phase focuses on the entry/exit testing process, and was designed to evaluate the individual instruments used for testing as well as the entry/exit testing process in general. The entry assessment battery utilized consisted of three instruments: the Language Assessment Scale (LAS), the Minimum English Competency Test (MEC), and the Entry Teacher Evaluation interview. The exit battery consisted of a parallel form of the MEC, the LAS, and the Exit Teacher Evaluation. Major objectives of the evaluation were to determine: (1) the validity of the MEC as an entry/exit assessment of students' English proficiency; (2) whether parts of the battery are redundant; and (3) the reliability and validity of the overall testing process. It was found that: (1) test scores on the MEC and the nationally validated LAS are similar, suggesting that the MEC is a valid measure of English skills for Hispanic students in MCPS; (2) MEC scores successfully correlate with classroom performance; (3) the time required to administer the LAS is probably not justified, given its redundancy; and (4) regardless of their scores on the MEC, Asian students receive higher scores on the Exit Teacher Evaluation and are often mainstreamed with less proficiency than Hispanics. These findings led to the formulation of several recommendations to improve measurement validity and reliability. (GC)

ED 230 644 UD 022 801

*Oishi, Sabine; And Others*

Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships.

**Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
GRANT- NIE-G-78-0210
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Blacks; Elementary School Students; *Friendship; Intermediate Grades; Mathematics Instruction; *Peer Relationship; Racial Attitudes; *Racial Relations; Sociometric Techniques; *Student Attitudes; *Teamwork; Whites
IDENTIFIERS- Baltimore City Public Schools MD; Cross Race Interaction; Cross Sex Friendship; *Team Assisted Individualization

A sample of 160 fourth, fifth, and sixth grade students in a Baltimore City (Maryland) magnet school participated in an experimental study on the effects within cross-race and cross-sex friendships on a mathematics program that used Team Assisted Individualization (TAI). TAI is an instructional method that combines individualized instruction with cooperative learning. Children of different race, sex, and achievement levels worked in small teams on individualized materials. Team members depended on one another for skill checks and were encouraged to assist their teammates with problems. Members' performances counted toward a team score, and teams that met certain preset standards were rewarded. Pretest and posttest scores on two sociometric instruments and two peer rating scales were compared with measures for a control group. Results indicated that: (1) compared to students in the control group, those in the experimental group demonstrated greater increases in cross-race friendships, and fewer rejections of peers from other races; (2) experimental group students less frequently rated students of other races or of the opposite sex as "not nice"; and (3) positive effects of TAI on cross-race friendships appeared to be due primarily to reductions in negative attitudes of white students toward black students. (MJL)

ED 230 645 UD 022 802

*Yap, Kim Onn*

Effects of Instructional Setting and Approach in Compensatory Education: A Statewide Analysis.

PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Achievement Gains; *Classroom Environment; *Compensatory Education; Disadvantaged Youth; Elementary Secondary Education; Federal Programs; Remedial Mathematics; Remedial Reading; State Surveys; *Teaching Methods
IDENTIFIERS- Elementary Secondary Education Act Title I; Hawaii State Department of Education; Normal Curve Equivalent Scores

Evaluation data from Title I compensatory education projects under the Hawaii State Department of Education were collected to examine the effects of different instructional settings and approaches on the achievement of Title I students who received remedial reading and mathematics instruction from 1978 to 1981. Based on the descriptive statistics, project profiles were developed, indicating enrollments, hours of instruction, costs, student achievement gains, and other characteristics of the different Title I projects within the State. It was found that in general, for the three school years considered: (1) students in lower grades made greater Normal Curve Equivalent (NCE) score gains than those in higher grades; (2) smaller school and project sizes were associated with greater NCE gains; (3) students with lower pretest scores made greater gains than those with higher pretest scores; (4) higher per pupil costs were associated with greater NCE gains; (5) absenteeism was inversely related to achievement gains; (6) the pull-out setting had a more favorable impact on achievement than other instructional settings; and (7) combined instructional approaches (e.g., a prescribed system supplemented by teacher-made materials) produced greater gains than an approach that used commercially packaged materials with a prescribed instructional system, or one that used both commercially-packaged and teacher-made materials without a prescribed instructional system. (MJL)

ED 230 646 UD 022 803

*Brumberg, Stephan F.*
Teaching America: East European Jewish Immigrants and the Public

School Curriculum in Turn-of-the-Century New York City.
PUB DATE- Mar 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - General (140) Historical Materials (060)
DESCRIPTIONS- *Acculturation; Community Involvement; *Curriculum;
*Curriculum Development; Elementary Secondary Education;
*Immigrants; *Jews; *School Community Relationship; School Role
IDENTIFIERS- *New York City Board of Education

This paper describes the curriculum that immigrant children encountered when they entered the New York City public schools at the beginning of the twentieth century. Focusing on the interaction between the curriculum and one group, East European Jews, the paper examines: (1) what the schools were attempting to teach Jewish and other immigrant students; and (2) if and how the Jewish community in New York sought to influence the nature and content of the public education that the children were receiving. It is suggested that New York City's German Jewish leadership and the leaders of public education shared the common concern of promoting the full assimilation and integration of East European Jews into American society. The paper describes how, toward this end, both elite groups collaborated on instructional programs designed to meet their transformational goals, and implemented the programs without ascertaining the wishes or seeking the consent of the East European Jewish community. (MJL)

ED 230 647 UD 022 804

*La Belle, Thomas J.; Carroll, John*

Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.

PUB DATE- 82

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTIONS- Adolescents; *Business; Children; Cultural Activities; Elementary Secondary Education; *Individual Development; *Nonschool Educational Programs; *Private Agencies; *Social Development; *Youth Programs

IDENTIFIERS- California (Los Angeles); *Profit Making Programs

An exploratory study was conducted to determine the types of nonformal educational programs and activities for youth being offered by profit making agencies in Los Angeles, California, in 1982. From a list compiled from the yellow pages of the Los Angeles telephone directory, 76 agencies were selected for study. Telephone interviews with agency representatives revealed that: (1) most of the activities offered seemed to require individual participation and emphasize skills (as opposed to emphasis on group participation and development of values and attitudes by nonprofit oriented educational agencies); (2) the most frequently represented category of programs was the arts, followed by personal growth and development, and then by sports; (3) agencies associated training of teachers more frequently with years of experience than with professional training or licenses; and (4) most programs indicated that they catered to all social classes. Other information collected included prerequisites for participation; costs of instruction; number of years the agency had been operating; reasons for participation in programs; and reasons for participants' success. The findings seemed to suggest that profit making agencies that offer nonformal learning activities for youth are genuinely interested in advancing children's welfare rather than in simply making a financial profit. (MJL)

ED 230 648 UD 022 805

*Timpane, Michael*
Corporations and Public Education in the Cities.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- May 82
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Cooperative Programs; *Educational Cooperation; Educational Quality; Education Work Relationship; Elementary Secondary Education; Higher Education; Job Training; Political Influences; *Private Financial Support; *School Business Relationship; Urban Education
IDENTIFIERS- Corporate Support

This report examines the nature of the corporate interest in education in American cities, and outlines what might be done to encourage future corporate activities supportive of urban education. The report is based on a review of literature and interviews with corporate, educational, and civic leaders in several large cities. Section one discusses the pervasive influence of business and corporate interests in education in the first two decades of the twentieth century, the gradual waning of that influence, and corporations' recent attempts to redefine their interest in the public schools. Section two reviews reasons for contemporary corporate interest in education, and examines the corporate view towards its own educational programs, and its involvement in higher education and the public schools. Section three discusses quality as the major focus of corporate interest in education, and describes activities that represent the corporate response to current needs of urban education. Section four examines educators' responses to corporate activities and their growing recognition of the need to bridge the gap between schools and the business community. Section five contains conclusions and recommendations for enhancing corporate involvement in education. Appendices include a list of persons interviewed for the study, and a bibliography. (Author/MJL)

ED 230 649 UD 022 806

Teenage Pregnancy: A Critical Family Issue.
**Mott (C.S.) Foundation, Flint, Mich.**

PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTIONS- *Adolescents; *Early Parenthood; *Family (Sociological Unit); Health Education; High Schools; *Outreach Programs; Parenthood Education; Pregnant Students; Program Effectiveness; Program Evaluation; Sexuality; *Social Services; *Unwed Mothers
IDENTIFIERS- *Mott Foundation

The Mott Foundation has been involved with the issue of teenage pregnancy for 15 years, and has supported a network of programs with the main objective of finding new ways to deal with the negative consequences of teenage pregnancy. This report, which reflects the Foundation's perspective, is divided into six sections. The first provides an overview of the problem. The effect of teenage pregnancy on the family is described in the second section, while the third outlines programs that are sponsored by Mott. This is followed by detailed descriptions of two of these programs: (1) Health Education for Youth, an outreach project at Columbia-Presbyterian Medical Center in New York City, and (2) the Parent/Infant Interaction Program, conducted by the St. Louis, Missouri, Public Schools. Finally, the paper presents an interview with Dr. Anita M. Mitchell, head evaluator of the projects in the Mott network. Also included in the report is a list of steps for evaluating program impact. (AOS)

ED 230 650 UD 022 807

In Search of Diversity. Symposium on Minority Audiences and Programming Research: Approaches and Applications (Lenox, Massachusetts, October 1980).

**Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.**

REPORT NO.- IBSN-0-89776-074-3
PUB DATE- 81
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Collected Works - Proceedings (021)
DESCRIPTIONS- Asian Americans; Blacks; *Broadcast Industry; Content Analysis; Hispanic Americans; *Minority Groups; *Programing (Broadcast); *Public Television; Research Methodology; Research Needs; *Television Research

This is the proceedings of a symposium organized by the Corporation for Public Broadcasting for the purpose of focusing on exisiting problems in and future strategies for promoting television programming services to minority audiences. Included are a prologue, "In Search of Diversity," by Howard Myrick; a foreword, "Minorities in Public Broadcasting: Three Essential Concepts," by Jose Rivera; and the following papers: (1) "The Missing Minority in Mass Communications Research," by Marilyn Diane Fife; (2) "Asian-American Audience Research and Public Broadcasting Programming," by K. Kyoon Hur; (3) "Communication Research on Black Americans," by Richard L. Allen; (4) "Latinos in Public Broadcasting," by Nicholas A. Valenzuela; (5) "Anthropological Approaches to Research on Minority Audiences," by E. B. Eiselein; (5) Content Analysis: More Than Just Counting Minorities," by Nancy Signorielli; (7) "Toward the Production of Minority Audience Characteristics," by Oscar Gandy, Jr.; (8) "Qualitative Research and Its Relevance to Minority Audience and Programming Concerns," by Thomas A. Hardy; and (9) "Emerging Telecommunications Technologies, Public Telecommunications and People of Color," by Nolan A. Bowie. A communication research agenda, based on the participants' contributions, is appended to the proceedings, as is a list of symposium participants and staff. (GC)

ED 230 651 UD 022 808

*Hur, K. Kyoon*
Asian-American Audience Research and Public Broadcasting Programming.
PUB DATE- Oct 80
AVAILABLE FROM- Not available separately; see UD 022 807.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Asian Americans; Communication Research; Content Analysis; Mass Media Effects; Programing (Broadcast); *Public Television; *Research Needs; *Television Research; *Television Viewing

Research in audience analysis has generally lumped together members of ethnic groups under a broad category of "nonwhites" and has ignored different orientations of these minority groups toward television and mass media. Despite increasing research interests in minority audiences, specific oriental populations have largely been ignored in regard to their attitudes and modes of communication relating to media behavior. A review of the existing literature on Asian American audiences shows that while they prefer television for news and entertainment, this medium has not been effectively used to provide consumer information and ethnic community news. Also, surveys show that ethnics who are speak English fluently watch television for relaxation and to enjoy specific programs. However, much still needs to be done regarding their program preference. Public television, which has provided specialized programs for target audiences, can help to overcome the disadvantageous positions of minorities. Future communication research should focus on: (1) interpersonal communication; (2) demographic factors and ethnic group characteristics; (3) individual media exposure; and (4) mass media exposure and evaluation. (AOS)

ED 230 652 UD 022 809

Allen, Richard L.
Communication Research on Black Americans.

PUB DATE- Oct 80
AVAILABLE FROM- Not available separately; see UD 022 807.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Black Attitudes; *Blacks; Content Analysis; Mass Media Effects; *Research Methodology; Research Needs; Television; *Television Research; *Television Viewing

This paper reviews the role of television in the lives of blacks and suggests approaches on how to improve the quality of communication research. Portrayals, exposure patterns, attitudes and motives, and effects of blacks on television are discussed. It is suggested that future research should emphasize interpretive analysis or assessment of the meaning of program content as it relates to black cultural experiences. It is further claimed that: (1) blacks are increasingly presented on television, but the quality of presentations tends to be stereotypical; (2) blacks have different viewing patterns than whites; and (3) those with less education and lower socioeconomic status tend to watch television more and prefer commercial network programs. Attitudinally, blacks appear to have different program preferences and tend to be more positive toward television than whites. Conceptual and methodological shortcomings of past research are identified as: (1) lack of sensitivity to black cultural experiences; (2) too much emphasis on comparative studies; (3) inadequate sample sizes; (4) overemphasis on descriptive investigations as opposed to theoretical or explanatory studies; and (5) the absence of theory. Also presented are outlines for concept and method validation and basic strategies for data collection. (AOS)

# DOCUMENT RESUME

ED 230 653 UD 022 810

*Valenzuela, Nicholas A.*

Latinos and Public Broadcasting: Developing a Research Agenda.

PUB DATE- Oct 80
AVAILABLE FROM- Not available separately; see UD 022 807.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- *Content Analysis; Ethnic Stereotypes; *Hispanic Americans; Mass Media Effects; *Media Research; News Media; *Programing (Broadcast); Public Television; Socioeconomic Status; *Spanish Speaking; *Television Viewing
IDENTIFIERS- *Spanish International Network

This paper deals with Latino audiences in the United States and explores how socially beneficial research agenda can deal with their communication needs and result in better and more programming on public broadcasting services. Latino audiences are defined as persons of Spanish language heritage, regardless of surname or country origin. A literature review on English language mass media concludes that: (1) there is a scarcity of Latino targeted programming; (2) Latinos are negatively stereotyped, especially during times of national crisis; and (3) continued exclusion of Latino programming originated with Latino rights advocates. Existing Spanish language media are described, with emphasis on the establishment and effectiveness of the Spanish International Network (SIN). It is claimed that: (1) television is the most used of the three major media; (2) radio and newspapers alternate as the second used media; (3) television and radio are used more for entertainment and recreation; and (4) the Spanish language television and/or radio audience is generally over 30 years old, has a relatively low income and educational level, and is most likely Spanish speaking. The paper concludes that current media practices do not satisfy Latinos and do not contribute to better relations between Latinos and the dominant society. (AOS)

ED 230 654 UD 022 811

*Stavros, Denny*
Report on the Results of a Survey of Northwestern High School Students. High School Improvement Project, June 1982.
**Detroit Public Schools, Mich. Dept. of Research and Evaluation.**
PUB DATE- Sep 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- Counseling Services; Extracurricular Activities; High Schools; *High School Students; *Institutional Characteristics; Morale; School Administration; Secondary School Curriculum; *Student Attitudes; Teaching Methods
IDENTIFIERS- Detroit Public Schools MI; High School Improvement Project MI; *Northwestern High School MI

In May 1982, students at Northwestern High School in Detroit, Michigan, were asked to assess the instructional program, student activities, counseling services, morale, and administration at the school. Conducted as part of the High School Improvement Project involving eight Detroit high schools, the survey was designed to collect information needed to plan strategies for school improvement. The results indicated that: (1) one-third of the respondents preferred to participate in most or all student activities; (2) three-fifths were satisfied with the variety and quality of student activities offered; (3) most respondents expressed satisfaction with the teaching methods, and felt that their teachers were helpful and encouraging; (4) most students were satisfied with the variety of subjects offered, and considered what they were studying useful; (5) seventy-one percent were satisfied with counseling services; (6) two-thirds were satisfied with Northwestern High School in general, and three-fourths felt they "belonged" in the school; and (7) students' least favorable attitudes were toward the school administration. Differences in assessments among grade levels were examined. (MJL)

ED 230 655 UD 022 812

Attracting Minority Audiences to Public Television.

**Booz Allen and Hamilton, Inc., Washington, D.C.; Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.**

REPORT NO.- ISBN-0-89776-065-4
PUB DATE- Apr 81
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTIONS- *Audiences; Blacks; Demography; Hispanic Americans; Individual Characteristics; Interest Research; *Interests; *Minority Groups; Older Adults; Programing (Broadcast); *Public Television; Television Surveys; *Television Viewing
IDENTIFIERS- Audience Analysis

This study focused on specific needs and interests of three minority groups (Blacks, Hispanics, and the elderly) as television audiences. The study was based on a survey of American television audiences, conducted by Ronald Frank and Marshall Greenberg for the Corporation for Public Broadcasting, to determine directions for television program content, production, scheduling, and promotion. The Frank and Greenberg study, which used audience interest segmentation analysis (a research approach that stratifies audiences along lines of common interests and needs rather than along the traditional lines of age, sex, ethnicity, socioeconomic status, and other demographic variables), identified 14 interest segments, or subgroups with relatively homogeneous patterns of leisure interests and activities. The present study found five of those interest segments to be highly relevant to the minority groups under consideration: (1) Money and Nature's Products; (2) Elderly Concerns; (3) Home and Community Centered; (4) Family Integrated Activities; and (5) Highly Diversified. This report analyzes those interest segments, describes minority group membership within the segments and discusses each of the three minorities as a separate audience with distinct patterns of media-related attitudes, interests, and behaviors, as identified by the interest segment analysis. (Author/MJL)

ED 230 656 UD 022 813

*Kreis, Kathleen*
The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers.
PUB DATE- Apr 83

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- High Schools; *Job Satisfaction; Marital Status; *Need Gratification; Perception; *Resources; *Secondary School Teachers; Teacher Attitudes; *Teacher Burnout; Teacher Salaries; Urban Schools

This paper presents a study conducted to explore the relationship between perceived security, affiliation, self esteem, autonomy, and self actualization, and degree of job satisfaction as reported by urban high school teachers. The control variables used include teachers' age, gender, marital status, length of service, salary, family income, school size, absences due to personal and family illness, and perception of available resources. Questionnaires were sent to 900 high school teachers in a major city school district in the northeastern United States. Data were analyzed using the Statistical Package for the Social Sciences (SPSS). It was found that: (1) the basic relationship between job satisfaction and needs fulfillment was confirmed; (2) a large number (38.4 percent) of the respondents did not fit into the hierarchical arrangement of needs; (3) availability of resources and length of service contributed independently to and served as mild predictors of job satisfaction; and (4) marital status and perception of availability of resources had significant relationships with needs fulfillment. It is concluded that needs are not necessarily fulfilled hierarchically, and that job satisfaction depends upon the fulfillment of individually perceived needs. Suggestions on how to prevent teacher burnout are also provided. (AOS)

ED 230 657 UD 022 815

*Hannon, James T.*

The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.

**Wisconsin Univ., Madison. Center for Demography and Ecology.**
SPONS. AGENCY- Wisconsin Center for Education Research, Madison.; Wisconsin Univ., Madison. Inst. for Research on Poverty.
REPORT NO.- CDE-WP-82-45
PUB DATE- 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - General (140)

DESCRIPTIONS- *Catholic Schools; *Church Role; *Desegregation Effects; Migration; Public Schools; Racial Composition; School Community Relationship; *School Desegregation; *Transfer Policy; Transfer Students; *Whites
IDENTIFIERS- *Massachusetts (Boston)

White flight from public schools to avoid desegregation can result in educational and residential resegregation, defeating the purpose of desegregation efforts. One form of white flight is pupil transfer to private schools, which in most metropolitan areas are predominantly Catholic. Unlike residential relocation, transfers to Catholic schools constitute less permanent loss to the public school system than that caused by relocation. However, empty seats in area Catholic schools pose a threat to the success of any desegregation program. Hence, the issue of white flight creates a complex conflict of interests for the Catholic diocese, torn between institutional self-interest and competing claims to moral principles and Church teachings. A study of the effects of desegregation efforts in Boston, Massachusetts, schools shows that approximately 2,000 students, accounting for 20 percent of the white students, transferred to Catholic schools from the public system. An analysis of political and institutional constraints on policy development and implementation provides a basis for predicting future response by the Church to desegregation programs. Church members and officials who desire a supportive and consistent desegregation policy must confront head on the problems outlined above. At the national level, the Church must both strive for transfer policies which restrict white flight from desegregated public schools, and accelerate efforts to increase minority enrollment in Catholic schools. (AOS)

ED 230 658 UD 022 816

*Hayes, LaMarian*
Emergency School Aid Act (ESAA) Magnet Program Evaluation (FY '81 and FY '82). Report No. 17-7.
**Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.**
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- Academic Achievement; Communications; Data Processing; High Schools; International Education; *Magnet Schools; *Program Effectiveness; Program Evaluation; Resource Materials; School Business Relationship; *Student Attitudes
IDENTIFIERS- *Atlanta Public Schools GA; Emergency School Aid Act 1972

Magnet school programs were established in three Atlanta, Georgia, public high schools and were designed to provide specialized curriculum that was unique within the school system either in terms of the content area taught or the instructional strategies used. The programs were the Grady School of Communication, the North Fulton Center for International Studies, and the Roosevelt Center for Information Processing and Decision Making. This report evaluates the programs during the stage of initial implementation for adherence to prescribed Federal guidelines, and includes information on the profile of enrolled students, the extent of unique course experience provided to the students, the programs' impact on students' attitudes toward school and their academic achievement, and the attitudes and understanding of staff members and support that they received. Results show that: (1) the magnet programs achieved many of their objectives; (2) both magnet teachers and students indicated that students in the program gained new experience; and (3) students responded favorably to the initial stage of the programs. It was recommended that consideration be given to more explicit program objectives both locally and systemwide, and that adequate housing for the program, sufficient supplies and equipment, sufficient planning time and stable funding be achieved prior to its formal operation. (AOS)

ED 230 659 UD 022 817

# Greater Baltimore Commitment: A Study of Urban Minority Economic Development.

**Commission on Civil Rights, Washington, D.C.**

PUB DATE- May 83
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTIONS- *Black Businesses; Black Employment; *Blacks; Business Responsibility; City Government; Economically Disadvantaged; *Economic Development; *Economic Opportunities; Federal Programs; Financial Support; *Government Role; Public Policy; *Urban Renewal
IDENTIFIERS- *Maryland (Baltimore)

This report examines some of the barriers to black economic development in Baltimore (Maryland) and discusses the extent to which blacks have participated in or benefited from revitalization projects in the city's downtown area. Background information on black businesses in the United States in general and Baltimore in particular is provided. Affirmative action steps that have been taken by the city are described, including the use of Urban Development Grants (UDAG) and Community Development Block Grants, and loan programs initiated by the Greater Baltimore Committee for starting and expanding businesses owned by socially or economically deprived individuals. The report notes that more still needs to be done to involve blacks in Baltimore's economic development. It is pointed out that high unemployment rates have severe effects upon minority economic development, due to a shift from a blue collar to a white collar economy. Based on the findings of this study, a number of recommendations are made regarding a consistent and comprehensive municipal policy, as well as the state and federal governments' roles in fostering economic development within the black community. Appended to the report are a statement by the chairman of the Civil Rights Commission and the agency's review procedures. (AOS)

ED 230 660 UD 022 827

*Deschamp, P.; And Others*
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13.
**Western Australia Education Dept., Perth.**
REPORT NO.- ISBN-0-7244-8490-6
PUB DATE- Oct 81
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Ability Identification; Academic Ability; *Disadvantaged Youth; Elementary Education; Exceptional Persons; Foreign Countries; *Gifted; *High Achievement; *Measurement Techniques; Program Design; *Student Characteristics; Testing
IDENTIFIERS- Australia (Western Australia); *Priority Exceptional Students Study (Australia)

This report describes a study that explored procedures for identifying high ability children from disadvantaged socioeconomic and ethnic backgrounds. The study constituted the initial phase of the 1980 Priority Exceptional Students' Study, conducted by the Education Department of Western Australia. Focusing on primary school children in the Perth metropolitan area, the initial study (1) identified culturally and socioeconomically disadvantaged students, based on teachers' ratings of home background influences on achievement, and on the pupils' own reports of their backgrounds; (2) identified high ability students based on students' achievement on different tests; and (3) examined issues and approaches in identifying students who were both gifted and disadvantaged. The study considered four alternative approaches for identifying disadvantaged gifted students, according to particular concepts: (1) high achievers in priority schools; (2) high ability underachievers; (3) highest achievers within ethnic groups; and (4) high achieving socioeconomically disadvantaged students. Case profiles of typical students in each category were used in comparing the four approaches. It is suggested that depending on operational definitions and selection criteria used, different types of gifted disadvantaged students will be identified. It was also suggested that nonverbal intelligence tests are limited as criteria for identifying giftedness, and that programs designed for high ability disadvantaged students must have clearly stated purposes and assumptions. (Author/MJL)

Working Together: Strategy for Race Relations in Ontario.
**Ontario Human Rights Commission, Toronto.**
PUB DATE- Apr 82
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTIONS- *Agency Role; Attitude Change; Foreign Countries; *Government Role; *Intergroup Relations; Minority Groups; *Public Policy; Racial Attitudes; *Racial Discrimination; *Racial Relations
IDENTIFIERS- *Ontario

The Ontario (Canada) Human Rights Commission seeks to promote a climate of human relations in the province which will allow all people to live together in harmony and enable individuals to fulfill their potential to the fullest degree. The Commission's Race Relations Division focuses on residual racist expressions and attitudes. This division's two-part strategy aims to (1) promote racial harmony, and (2) remove racial disadvantage, by helping every institutional sector of the society to develop an internal capacity for dealing with racism and racial discrimination. Community and institutional policy work is carried out by the division in educational institutions, the criminal justice system, business and industry, unions, the media, government, housing, religious institutions, and the health care and social service delivery system, as well as in the area of minority youth employment. (AOS)

ED 230 662 UD 022 838

*Damico, Sandra Bowman*
The Two Worlds of School: Differences in the Photographs of Black and White Adolescents.
PUB DATE- Apr 83
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTIONS- Black Students; Cultural Differences; Educational Environment; Junior High Schools; Photographs; *Racial Attitudes; *Racial Differences; Sex Differences; *Social Cognition; *Sociocultural Patterns; *Student Attitudes; *Visual Perception; White Students

This paper presents a study conducted to document adolescents' visual perceptions of school. Specifically, an attempt was made to determine whether black and white adolescents, when given cameras, an entire school day, and complete freedom from class assignments, would select different physical and social aspects of their school environment to photograph, and if so, whether these differences were governed by classroom social role or race. Participants consisted of 82 middle level grade students from two different Florida communities, 41 of whom were identified as class clowns. Results show that: (1) no significant differences occurred between the photographs taken by clown and nonclowns, but many occurred between those of white and black adolescents; (2) the private world of the adolescent is defined by race; (3) black students were more responsive to the people in their environment than were white students; (4) there was a difference in the perception of females by black and white males; and (5) photographs by white students tended to reflect criticism of their surroundings more than those by blacks. The study concludes that many black students have successfully learned how to occupy social roles within the classroom, although their perceptions of school differ from those of whites. Appended to the report are statistical data. (AOS)

ED 230 663 UD 022 844

*Stavros, Denny*
Report on the Results of a Survey of Northwestern High School Staff. High School Improvement Project, June 1982.
**Detroit Public Schools, Mich. Dept. of Research and Evaluation.**
PUB DATE- Aug 82
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTIONS- *Educational Environment; Educational Objectives; Expectation; High Schools; Leadership; Parent School Relationship; *School Effectiveness; School Personnel; School Safety; Secondary School Teachers; Surveys; *Teacher Attitudes; Time on Task
IDENTIFIERS- Detroit Public Schools MI; High School Improvement Project MI; *Northwestern High School MI

As part of the evaluation of the High School Improvement Project (HSIP), a survey was conducted to measure staff perceptions of school and instructional effectiveness behaviors and activities at Northwestern High School in Detroit, Michigan. The questionnaire used was an abbreviated version of the School Effectiveness Questionnaire developed by the Connecticut State Department of Education. The seven characteristics which were measured included: (1) safe and orderly environment, (2) clear school mission, (3) instructional leadership, (4) high expectations, (5) opportunity to learn and student time-on-task, (6) frequent monitoring of student progress, and (7) home-school relations. Results showed, respectively, that: (1) most of the respondents agreed that the school was neat, clean, and comfortable; (2) more than one-third of the respondents indicated uncertainty about the program objectives; (3) the principal was viewed by most respondents as having good personal relationships with students and teachers, good problem solving ability, and as being supportive of staff development; (4) over 75 percent of respondents agreed that low achieving students presented more discipline problems than other students; (5) class atmosphere was regarded as conducive to learning; (6) teachers monitored class assignments; and (7) there was too little communication between parents and the school. The survey instrument is appended to this report. (AOS)

ED 230 664 UD 022 846

*Nieto, Sonia, Ed.*
Puerto Ricans in Children's Literature and History Texts: A Ten-Year Update.
**Council on Interracial Books for Children, Inc., New York, N.Y.**
PUB DATE- 83
AVAILABLE FROM- Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023 ($18.00 per year).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTIONS- *Childrens Literature; Cultural Pluralism; Elementary Secondary Education; Females; Fiction; Multicultural Education; Multicultural Textbooks; *Puerto Rican Culture; *Puerto Ricans; *Racial Attitudes; Textbook Bias; Textbook Evaluation; *Textbooks
IDENTIFIERS- *Council on Interracial Books for Children

This is a collection of articles in which the treatment of Puerto Ricans in published children textbooks over the past 10 years is reviewed. The collection is preceded by an editorial responding to an "American Educator" article branding the Council on Interracial Books for Children as a "leftist extremist" organization. The articles which follow include: (1) "A Decade of Progress?" by Byron Williams; (2) "Children's Literature on Puerto Rican Themes" (Part I, "The Messages of Fiction," and Part II, "Non-Fiction"), by Sonia Nieto; (3) "U.S. History Texts: Any Change in Ten Years?" by Sharon Wigutoff and Iris Santos-Rivera; (4) "The Roles of Women in Puerto Rico," by Iris Santos-Rivera; (5) "The Black Presence in Puerto Rico," by Juan Hernandez-Cruz; (6) "Racism No Longer Denied," by Samuel Betances and Virginia Copeland; (7) "AV Materials on Puerto Rican Themes: What Are the Messages?" by Anaida Colon-Muniz; and (8) "U.S. Influence on Puerto Rican Schools: A Tragi-Comedy." Also included in this collection are a table of books with Puerto Rican themes published each year since 1972, and commentaries on defamation of the Spanish language, on Puerto Rican statehood propaganda, on ethnocentric English usage, on Pura Belpre, and on Spanish language texts. Finally, recommended readings on Puerto Rico are provided, as are several reviews of books dealing with minority issues. (AOS)

ED 230 665 UD 022 853

*Duran, Richard P.*

Hispanics' Education and Background: Predictors of College Achievement.

**College Entrance Examination Board, New York, N.Y.**
PUB DATE- 83
AVAILABLE FROM- The College Board, 888 Seventh Avenue, New York, NY 10106 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTIONS- *Academic Achievement; *Academic Aptitude; *College Admission; College Students; Cubans; Educational Assessment; *Educational Attainment; Higher Education; High Schools; *Hispanic Americans; Mexican Americans; *Predictor Variables; Puerto Ricans; Scores; Sociocultural Patterns; Socioeconomic Background; Standardized Tests; Student Evaluation

This report reviews issues and previous empirical studies surrounding prediction of educational attainment, preparation for college, college aptitude assessment, and prediction of achievement in college for Hispanic students residing in the United States. First, a demographic overview of Hispanics, concentrating on population size, ethnic subgroup identity, age, economic welfare, language background, and educational attainment, is provided. The findings of recent major studies on Hispanics' learning achievement during high school are then reviewed. Following this, data compiled by the American College Testing Program, the College Entrance Examination Board, and the Graduate Record Examination Board, for college admissions of Hispanic students are analyzed and contrasted with those of nonethnic minority examinees. Then, studies evaluating the prediction of undergraduate Hispanics' college grades and college admissions test scores are discussed, as are studies done on Puerto Rican students by the College Board Puerto Rico office. Finally, issues underlying improvement in the prediction of Hispanics' college grades and other measures of college success are synthesized for use in predicting either Hispanic students' college aptitude or college achievement. Suggestions are made for improving: (1) understanding of Hispanics' preparation for college; (2) understanding of how the college admissions process operates for Hispanic candidates; and (3) understanding of Hispanics' college experiences that affect their college achievement and the prediction of this achievement. (Author/AOS)

***de la Mothe, John R.***
Unity and Diversity in STS Curricula.
ED 230 431

***van der Vyver, Dawid H., Ed.***
Computers in Education. Proceedings of the South African Congress. =
Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse
Kongres.
ED 230 182

***Abbatt, Fred R.***
Self-Assessment for Teachers of Health Workers. How to Be a Better
Teacher. WHO Offset Publication No. 68.
ED 230 489

***Abraham, Willard***
Self Perceptions of Gifted Children with Implications for Adult
Personal Success and General Mental Health. Preliminary Report.
ED 229 989

***Acker, Stephen R.***
KSL-TV--First in the U.S. with Teletext.
ED 229 808

***Ackerman, Andrea Benkle***
The Role of Aversive Behavioral Interventions in the Treatment of
Preschool-Aged Autistic Children: Effects and Side Effects.
ED 229 959

***Adams, E. Kathleen***
Fiscal Response of School Districts to District Fiscal Capacity and
State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 859
Tax Base Composition and Family Income in Measuring School District
Fiscal Capacity. Working Papers in Education Finance, Paper No. 12.
ED 229 860

***Adams, Frank G.***
Research in Accrediting Efforts (Project REA). An Assessment of
Awarding Academic Credit for Employment Training Activities in
Illinois. Summary Report.
ED 230 262

***Albright, Leonard***
Training Manual for External Evaluators. The Vermont Vocational
Special Needs Evaluation System.
ED 230 604

***Alkin, Marvin C.***
Impact of a Major National Evaluation Study: Israel's Van Leer
Report.
ED 230 625

***Allen, Richard L.***
Communication Research on Black Americans.
ED 230 652

***Allen, Sheilah***
Effectiveness of a Preservice Course in Reading in the Secondary
School.
ED 229 732

***Alonzo, Gladys A.***
Survey of Chicano Representation in 361 Texas Public School Boards
1979/80.
ED 230 356

***Alvarez, Salvador***
Analysis of English/Spanish Oral Interaction Between First Grade
Mexican-American Children and Teacher-Aides.
ED 230 357

***Ambert, Alba***
Special Education for Exceptional Bilingual Students: A Handbook for
Educators.
ED 229 899

***Ammer, Jerome J.***
Parent Advocacy: Now More Than Ever Active Involvement in
Educational Decisions.
ED 230 013

***Amodeo, Luiza B.***
Issues in Early Childhood Bilingualism: Pros and Cons.
ED 230 306
Teacher Exchange In England: A Model to Improve Writing in the
Public Schools.
ED 230 543

***Amundsen, Cheryl***
Learning the New Way: Giving and Taking Instruction by
Telecommunications.
ED 230 005

***And Others.***
Parent Group Guide: Topics for Families of Young Children with
Handicaps.
ED 229 945

***Andersen, Roger W., Ed.***
Pidginization and Creolization as Language Acquisition.
ED 230 059

***Anderson, Joan D., Ed.***
Curricula for High-Risk and Handicapped Infants.
ED 229 933

***Anderson, Kari Jeanne***
Origins, Growth and Future Directions of the Pacific
Telecommunications Council: An International Policy Delphi Study.
ED 230 164

***Anderson, Thelma***
Assessing the Impact of Newspaper in Education Programs: Changes in
Student Attitudes, Newspaper Reading, and Political Awareness.
Newspaper Readership Project Research Report.
ED 229 752

***Andreasen, Alan R.***
Consumer Response to Arts Offerings: A Study of Theater and Symphony
in Four Southern Cities.
ED 230 450

***Angus, M.***
New Directions in Rural Education: A National Conference on Rural
Education (Perth, Australia, 1979). Conference Report.
ED 230 360

***Annarino, Anthony A.***
Curriculum and Instruction: Theory versus Practice in Selected
Public School Settings.
ED 230 539

***Antonelli, Charles J.***
Guidelines for Working with Clients/Students Who Engage in
Disruptive-Aggressive Behavior and/or Have Adaptive Behavior
Deficits.
ED 229 965

***Apolloni, Tony***
The Effects of Project Interdependence.
ED 229 962

***Appenzellar, Anne B.***
Two Validity Studies of CLEP Subject Examination in Elementary
Computer Programming: Fortran IV. U. T. Austin, Spring 1979 and
Spring 1982. Research Bulletin 82-8.
ED 230 606

***Aprill, Kay Hodges***
Innovative Infant Stimulation Program as Being Executed by a South
Louisiana School District.
ED 229 967

***Arasmith, E. E.***
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166.
Instructor's Guide and Student Workbook.
ED 230 390
Anaerobic Digestion II. Sludge Treatment and Disposal Course #166.
Instructor's Guide and Student Workbook.
ED 230 397

***Arko, Carl***
Vocational Education for the Handicapped: A Model for Appropriate
Placement and Effective Teaching.
ED 229 980

***Arnberg, Lenore***
Issues in Early Childhood Bilingualism: Pros and Cons.
ED 230 306

***Arocena, Martin***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
ED 230 270

***Arter, Judith A.***
Six Years of Title I Evaluation Technical Assistance: Past
Strategies and Measurement of Effectiveness.
ED 230 602

***Assadi, Reza***
Current Trends in Measuring American Undergraduates' Persian
Language Proficiency.
ED 230 073

***Atkinson, Maxine P.***
WASPs (Wives As Senior Partners).
ED 229 716

***Augenblick, John***
School Finance: Past, Present and Future Issues in the States.
Working Papers in Education Finance, Paper No. 38.
ED 229 864

***Austin, Bruce A.***
Portrait of an Art Film Audience.
ED 229 802
Researching the Film Audience: Purposes, Procedures, and Problems.
ED 229 814

***Ayabe, Carol***
A Cross-Sectional/Longitudinal Study of the Math Enrollment Pattern
of Students in Different Racial Groups with High Standardized Math
Scores.
ED 230 393

***Aycock, Kathy***
Staff Development: A Mutual Accountability Model. The New Albany,
Mississippi Plan.
ED 230 523

***Bach, Irving E., Ed.***
Meeting the Career Development/Counseling Guideline Needs of Limite
English Proficient Students.
ED 229 560

***Baggett, Patricia***
Four Principles for Designing Instructions.
ED 229 610

***Bailey, Kathleen M., Ed.***
Second Language Acquisition Studies. Series on Issues in Second
Language Research.
ED 230 06

***Baker, C'Anne***
What's So Important about Water?
ED 229 97

***Baker, George A.***
Beacons for Change: An Innovative Outcome Model for Community
Colleges.
ED 230 23

***Banchik, Gail***
Park West High School "At Your Service". O.E.E. Evaluation Report,
1981-1982.
ED 230 63

***Bandhu, Desh, Ed.***
Education for Environmental Planning and Conservation.
ED 230 39

***Banks, Cristina G.***
Behavioral Indices of Raters' Cognitive Processing in Performance
Appraisal.
ED 229 67

***Barger, Josephine C.***
Amnesty in the New York Times: A Quantitative Case Study.
ED 230 48

***Barger, Robert N.***
Amnesty in the New York Times: A Quantitative Case Study.
ED 230 48

***Barile, Diane***
Man Meets Coast. A Game of Coastal Issues.
ED 230 42

***Baron, Joseph S.***
Community Education Proven Practices II. Programmatic and Fiscal
Impact. Federally Funded Local Community Education Projects.
ED 230 44

***Barrett, Stephen, Ed.***
Passport to Successful Alumni Travel Programs. Revised Edition.
ED 230 16

***Bartelo, Dennise M.***
Bridging the Gap to Literacy: Functional Writing Instruction for
ESOL Students.
ED 230 02

***Bartels, Francis L.***
Trends in Innovation: Basic Education in Africa.
ED 230 45

***Bassano, Sharron Kay***
Unfamiliar Instructional Practice and Its Relationship to Student
Emotional Distress in the ESL Classroom.
ED 230 03

***Baughin, Judith A.***
A Successful French Weekend Camp.
ED 230 05

***Bayuk, Milla***
Socio-Cultural Environments and Suggestopedia.
ED 230 02

***Beam, Gail C.***
Albuquerque Integration Outreach Project. Final Performance Report,
July 1, 1981-June 30, 1982.
ED 229 88

***Bean, Linwood H., Jr.***
Principals: Utilizing the Special Education Resources We Have.
ED 229 96

***Beasley, Maurine H.***
The Muckrakers and Lynching: A Case Study in Racial Thinking.
ED 229 76
The Press Conferences of Eleanor Roosevelt.
ED 229 77

***Beavers, Jerry L.***
Master Plan for Data Services. Report No. 82-1.
ED 230 26

***Beck, John J., Jr.***
Time/Learning Relationships in Secondary Schools: A Research Report
ED 229 85

***Becker, Harry A.***
Use of a Policy/Regulation Manual System in Public Higher Education
ED 230 14

***Becker, Judith A.***
Development of the Abilities to Produce and Interpret Requests with
Nuances.
ED 230 28

***Behm, Karen S.***
Time on Task in Selected Vocational Education Classes.
ED 229 52

***Behr, Shirley K.***
A Case Study of Technical Assistance to Demonstration Programs for
Young Handicapped Children. Part II.
ED 229 93

***Belk, Russell W.***
Consumer Response to Arts Offerings: A Study of Theater and Symphon
in Four Southern Cities.
ED 230 45

***Belk, Sharyn S.***
Avoidance Strategies in Intimate Relationships.
ED 229 69

***Bell, Beverley***
Interviewing Children - A Checklist for the I.A.I. Interviewer.
Learning in Science Project. Working Paper.
ED 230 59

***Bell, Catherine***
A Handbook for Helping Parents "Group."
ED 229 92
Communicating with Parents: Special Needs Children in Family Day
Care.
ED 229 92
Creating Awareness: Special Needs Children in Family Day Care.
ED 229 92
Screening and Identification: Special Needs Children in Family Day
Care.
ED 229 92
Stimulating Language: Special Needs Children in Family Day Care.
ED 229 92

***Bell, Catherine, Ed.***
A Handicapped Child in the Family: Readings for Parents.
ED 229 92

***Bell, Steven***
The Strategy Selection Matrix--A Guide for Individualizing
Instruction.
ED 229 91

***Bell, T. H.***
The Prospects for Financing Elementary/Secondary Education in the
States. Congressionally Mandated Study of School Finance. A Final
Report to Congress from the Secretary of Education. Volume 1.
ED 229 88

***Benally, Clyde***
A Utah Navajo History = Dineji Nakee' Naahane
ED 230 34

***Benn, Robert J.***
Development of a Program Specific Locator Test. Final Report.
ED 229 59

***Bennett, Allan C.***
Informally Inviting Moral Development: Teacher Perception and
Behaviour Regarding the Handling of Moral Transgressions.
ED 230 51

***Bensberg, Gerard J.***
Planning and Operating Group Homes for the Handicapped.
ED 229 64

***Berg, Anna***
Integrating Cognitive Development and the Basic Skills.
ED 229 72

***Berg, David R.***
Information Needs of Parents and Availability of Community Services
for Mildly Mentally Handicapped High School Students.
ED 229 97

***Berkell, Dianne E.***
The Communication Connection: The First Step toward an Integrated
Program.
ED 229 96

***Berkman, Sherry L.***
Filial Crisis among the Adult Children of the Elderly.
ED 229 71

***Berman, Barbara***
A Research-Based Staff Development Model: The Premise and the
Program.
ED 230 52

***Berning, Rebecca A.***
Effects of High-Order Rule Instruction on the Development of Social
Problem Solving Skills in Preschool Children.
ED 230 30

***Berntsen, Maxine***
Marathi Conversational Situations.
ED 230 04
Marathi Illustrated Vocabulary.
ED 230 04
Marathi Readings.
ED 230 04
Marathi Structural Patterns. Book One.
ED 230 04
Marathi Vocabulary Manual.
ED 230 04

***Best, Richard A.***
Centrifugation. Sludge Treatment and Disposal Course #166.
Instructor's Guide and Student Workbook.
ED 230 40

***Bizzaro, Joseph, Ed.***
Meeting the Career Development/Counseling Needs of Disadvantaged
Students.
ED 229 56

***Black, Talbot***
Analyzing Costs of Services.
ED 229 93

***Blackston, Joseph***
Staff Development: A Mutual Accountability Model. The New Albany,
Mississippi Plan.
ED 230 52

***Blai, Boris, Jr.***
Lifestyles & Values of College Students: Classes of 1980 through
1985.
ED 230 13

***Blain, Mary Jo***
Community Education and Multiculturalism. Immigrant/Refugee Needs
and Cultural Awareness.
ED 229 62

***Blaine, Nancy***
Project B.E.S.T. Better Educational Services through Testing. Final
Project Report: 1981-82.
ED 229 63

***Blakemore, Connie***
Basic Stuff Series Index. and Using Basic Stuff in the Teacher
Preparation Program.
ED 230 54

***Bleedorn, Berenice D.***
Leadership and Some Related Propositions: A Response to the Ideas
James MacGregor Burns.
ED 230 46

***Bloom, Lynn Z.***
Autobiography and Audience.
ED 229 78

***Bode, Robert W.***
Larvae of North American Eukiefferiella and Tvetenia (Diptera:
Chironomidae). Bulletin No. 452.
ED 230 44

***Bogad, Carolyn McWilliams***
The Process of Deciding "Not" to Become a Teacher.
ED 230 51

***Bogen, Gerald K.***
Teacher Salaries in Oregon: A Longitudinal Study of Salaries of
Teachers in Oregon Public Schools, Community Colleges, and the Sta
System of Higher Education from 1971/72 through 1981/82.
ED 229 84

***Boles, Jacqueline***
WASPs (Wives As Senior Partners).
ED 229 71

***Bommarito, Thomas***
Mildly Handicapped Students' Self-Awareness of Academic Skills.
ED 229 99

***Bond, Susan B.***
Beyond Needs Assessment to Marketing Continuing Education in
Nursing.
ED 230 60

***Bond, Susan R.***
Marketing as a Tool for Maximizing the Utilization of Findings fro
Outcome Evaluation.
ED 230 59

***Bondy, Elizabeth***
Materials Centered Reading Instruction: A Naturalistic Study of a
Summer School Reading Program.
ED 229 73

***Borger, Jeanne B.***
Productive Factors in School Learning: A Quantitative Synthesis of
National Assessment Studies.
ED 230 57

***Bornstein, Joan L.***
Outline for Remediation of Problem Areas for Children with Learnin
Disabilities. Revised. = Bosquejo para la Correccion de Areas
Problematicas para Ninos con Impedimientos del Aprendizaje.
ED 229 92

***Bourisaw, Donna E.***
Activities and Homemade Toys for Infants, Toddlers, and Two Year
Olds: A Curriculum Workshop.
ED 230 30

***Bowers, Robert F.***
Employability Skills System Program. A Final Report.
ED 229 5
Operation Bridge. A Final Report. Book 1.
ED 229 5

***Boyles, Marcia V.***
Allied Health Education Development. A Comprehensive Model for
Colleges and Universities with Special Emphasis on Minority
Recruitment.
ED 230 1

***Bradburn, Norman M.***
The Relationship of Federal to Private Statistics.
ED 230 5

***Bragg, Ann Kieffer***
Fall 1979 Transfer Study. Report 3: Second Year Persistence and
Achievement.
ED 230 2

***Brandon, Jeffrey E.***
A Comparative Evaluation of Three Relaxation Training Procedures.
ED 230 5

***Brandt, David A.***
Development of the National Assessment of Educational Progress.
ED 230 6

***Branham, Harold Elton, Jr.***
Designing and Developing a Management/Autoinstructional System,
Test, Evaluation, and Review (MASTER) Program for Second Language
Acquisition.
ED 230 2

***Branscum, Joanne***
On-Campus Enrollment in Arkansas Higher Education Institutions, Fa
1982. Report 82-2.
ED 230 1

***Brassie, P. Stanley***
Faculty Evaluation in the Division of HPERD at the University of
Georgia.
ED 230 5

***Bray, Dorothy***
Assessment Placement: A Design for Student Success and Institution
Planning for the 1980's. Management Report, 1983-3/4.
ED 230 2

***Brennan, James***
Structuring an Adult Learning Environment. Part IV: Establishing a
Environment for Problem Solving.
ED 229 5

***Bressler, Dawn***
Social and Health Service Utilization: A Path Analysis.
ED 229 6

***Brinberg, David***
A Validity Network Schema.
ED 230 6

***Brogan, James D.***
Yet Another Ethical Problem in Technical Writing.
ED 229 7

***Brogan, Katherine M.***
Yet Another Ethical Problem in Technical Writing.
ED 229 7

***Brooks, Dana***
An Investigation of the Leadership Style of Selected Basketball
Coaches.
ED 230 5

***Brown, David***
Project Access: ABE & GED Instruction and Testing for Sight and
Muscular Handicapped Persons. (A 310 Project, 7-1-81 to 6-30-82).
ED 229 5

***Brown, James C.***
Mental Health Services in a School of Dentistry.
ED 229 6

***Brown, Peggy, Ed.***
Cooperative Activities between High Schools and Colleges.
ED 230 1

***Broyles, Susan G.***
Fall Enrollment in Colleges and Universities, 1980.
ED 230 0

***Bruce, Bertram***
Three Perspectives on Writing. Reading Education Report No. 41.
ED 229 7

***Brumberg, Stephan F.***
Teaching America: East European Jewish Immigrants and the Public
School Curriculum in Turn-of-the-Century New York City.
ED 230 6

***Bryant, Henry A.***
Towards New Directions in Black Studies: Black Studies, the Comput
Age.
ED 230 2

***Bryce, C. F. A.***
Improved Computer-Aided Instruction by the Use of Interfaced
Random-Access Audio-Visual Equipment. Report on Research Project N
P/24/1.
ED 230 1

***Buckley, Joseph J.***
A Computerized Information Retrieval System for the Technical
Assistance Center Clearinghouse: A Feasibility Study.
ED 230 1

***Budig, Jeanne E.***
Higher Education Financing in the Fifty States: Significance for t
'Adams' States.
ED 230 1

***Bullard, Peggy***
With a Little Help from My Friend: Mastering Math Facts with Peer
Tutoring.
ED 229 9

***Burkhardt, Hugh, Ed.***
An International Review of Applications in School Mathematics--the
elusive El Dorado.
ED 230 4

***Burkholder, Lynn D.***
Affective Management Strategies for Behavior Disordered
Students--Elementary and Secondary Levels.
ED 229 9

***Burns, Monte B.***
A Justification for the Use of Computer Assisted Instruction with
the Physically Handicapped.
ED 229 9

***Burrows, Robert T.***
Vocational Education Tool and Equipment Inventory.
ED 229 5

***Byrd-Johnson, Linda, Comp.***
Higher Education Opportunities for Minorities and Women: Annotated
Selections--1982 Edition.
ED 230 1

***Byrne, Eileen M.***
Technical and Vocational Education for Women--The Way Ahead.
ED 229 5

***Caffrey, Pat***
Assessment and Placement at Sacramento City College.
ED 230 2

***Caffrey, Patrick***
Semi-Annual Report on Assessment Procedures: Spring, Summer, and
Fall 1982.
ED 230 2

***Cahill, Janet***
Economics, Work, and Mental Health: Implications for Primary
Prevention.
ED 229 7

***Cain, Peggy W.***
Ground to Grits. Scientific Concepts in Nutrition/Agriculture.
ED 229 6

***Calder, James***
A Literature Search as a Data Source for the Development of a
Student Teacher Evaluation System and the Identification of One
Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report
No. 83-2.
ED 230 5

***Caldwell, Barbara***
I Used to Could Spell Wedn- Wenes- Wensday: A Resource of Teacher
and Student Made Materials, Secondary Level. Second Edition.
ED 229 8

***Caldwell, Robert M.***
Evaluation of Microcomputer Software: How Valid Are the Criteria
Procedures?
ED 230 1

***Calkins, Lucy McCormick***
A Study of Children's Rewriting. Final Report for NCTE Research
Foundation Project No. 80:11, September 1980-October 1982.
ED 229 7

***Campbell, Elizabeth***
Community Education and Health Services.
ED 229 6
Community Education and Housing Needs.
ED 229 6
Community Education and Multiculturalism. Immigrant/Refugee Needs
and Cultural Awareness.
ED 229 6

***Cancellier, Patricia***
Teacher's Guide to the Future.
ED 230 4

***Canipe, Stephen L.***
Trade-offs in Our Energy Future.
ED 230 3

***Cantwell, Glo***
OCETA Job Preparation Research Project. Final Report.
ED 229 5

***Carlson, Katherine***
High School to College Transition. Planning Issue Paper No. 3
(Revised).
ED 230 1

***Carlson, Nancy***
Financial Aid for Self-Supporting Students: Defining Independence.
ED 230 0

***Carnegie, John W.***
Planning Considerations. Sludge Treatment and Disposal Course #166
Instructor's Guide and Student Workbook.
ED 230 4
Sludge Conditioning. Sludge Treatment and Disposal Course #166.
Instructor's Guide and Student Workbook.
ED 230 4

***Carni, Ellen***
Contextual Controls of Competence with "Before" and "After."
ED 230 2

***Carr, Ann B., Ed.***
Family, Infant, and Toddler (FIT) Guide. A Model for Rural
Family-Implemented Educational Programs.
ED 229 9

***Carroll, John***
Nonformal Education for Children and Youth. A Private for Profit
Sector Inquiry.
ED 230 6

***Carter, Ronnie D.***
A Survey of Revision Practices in Today's Advanced Composition
Course.
ED 229 7

***Casteel, Jim***
Behavioral Effects of Relaxation Training Among Rural
Preadolescents.
ED 230 3
Technical Works for Basic Skills Assessment Programs. Final Report
ED 230 6

***Casteel, Jim Frank***
The Development of a Parent Attitudinal Questionnaire As a Measure
of School Success.
ED 230 5

***Chahin, Jaime***
Educational and Occupational Orientations of Young Hispanic Women
the Brownsville, Texas, Area.
ED 230 2

***Chalufour, Ingrid***
Creating Awareness: Special Needs Children in Family Day Care.
ED 229 9
Screening and Identification: Special Needs Children in Family Da
Care.
ED 229 9

***Chambers, Jay G.***
An Analysis of Education Costs across Local School Districts in t
State of Missouri, 1975-76. Working Papers in Education Finance,
Paper No. 7.
ED 229 8

***Chamot, Anna Uhl***
Implications of Structured Immersion for the ESL Elementary
Curriculum.
ED 230 0

***Champion, Robby***
Faculty Reported Use of Research in Teacher Preparation Courses:
Instructional Scenarios.
ED 230 5

***Charlton, Colleen A.***
A Study of Colorado's Four-Day School Week Program As It Relates
Utilization of School Facilities.
ED 230 1

***Cherry, Myrna B.***
The Impact of Selected Academic Curricular Variables on Achieveme
and Graduation of Open Admissions Students at an Urban Community
College.
ED 230 2

***Checkon, Stephen***
An Evaluation of the Impact of the Basic Core of Course Offerings
Senior High School Programs.
ED 230

***Chenoweth, Roberta***
Competency Based Curriculum for Prevocational Exploration Consume
and Homemaking.
ED 229

***Chevrette, John M.***
Selected Characteristics of Public School Cooperating Teachers as Evaluated by Student Teachers.
ED 230 53

***Chicola, Nancy***
The Vital Link: Developing an Effective Continuum of Intervention t Meet the Needs of Emotionally/Behaviorally Disordered Students.
ED 230 00

***Chiu, Jih-Perng P.***
Three Wishes of Gifted and Nongifted Adolescents.
ED 229 95

***Christovich, Leslie J.***
The Political World of Urban Executives: A Test of the Democratic Paradigm.
ED 229 82

***Cichon, Donald J.***
A Utilization-Focused Procedure for Prioritizing Evaluation Questions in the Discrepancy Model.
ED 230 57

***Ciferri, William B.***
Social and Health Service Utilization: A Path Analysis.
ED 229 66

***Clair, Elizabeth***
A Writing Program for Elementary-Aged Children Who Have English as Second Language.
ED 229 77

***Clark, Donald M.***
Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229 57

***Clark, Sheldon B.***
Allocating Sample Material to Increase the Precision of a Priori Contrasts.
ED 230 61
Trigonometric Insights into Pie Charts.
ED 230 39

***Clark, Sylvia***
Counseling Hearing Parents of Deaf Children about Deaf Identity and the Deaf Community.
ED 229 97

***Clark, Zende***
Does the Ability or Inability to Comprehend Effect the Mathematics Problem Solving Ability of Seventh Grade Students.
ED 229 74

***Clarke, H. Harrison***
Responsibilities of Physical Education to the Total Person. The Alliance Scholar Lecture 1982.
ED 230 55

***Clarken, Rodney***
Evaluating Teacher Education Graduates and Programs.
ED 230 51

***Clawson, Elmer U.***
Our Economy: How It Works. Activities and Investigation. Teacher's Edition.
ED 230 27

***Clements, R. O.***
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
ED 230 49

***Coballes-Vega, Carmen***
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No. 9
ED 230 34

***Cockburn, Barbara***
A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10
Essays. Teaching in Higher Education Series: 8. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10
Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10
Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 09
Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10
Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10
Why Lecture? Teaching in Higher Education Series: 2. Suggestions fo the Consideration of Lecturers and Others Concerned with Teaching i Higher Education.
ED 230 09
Working Together. Teaching in Higher Education Series: 3. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10

***Coffey, Janis Cox***
Remedial Education in California's Public Colleges and Universities Campus Perspectives on a Serious Problem.
ED 230 22

***Cohen, Alan M.***
Program Evaluation: Why It Seldom Is Perceived as a Success.
ED 230 58

***Cohen, David***
Curriculum Action Project. A Report of Curriculum Decision-Making i Australian Secondary Schools.
ED 229 84

***Cohen, Elizabeth G.***
Interdependence and Management in Bilingual Classrooms. Final Report.
ED 229 84

***Cohn, Elchanan***
Foregone Earnings of College Students: A Microanalytic Approach.
ED 230 15

***Cole, John***
Competency Based Education Curriculum for Energy Efficient Building Construction.
ED 229 61

***Coleman, Gina***
An Annotated Guide to Current Periodicals in the Third World Resource Centre.
ED 230 46

***Coleman, Jerry***
Integrating Cognitive Development and the Basic Skills.
ED 229 72

***Collier, Arthur J., Jr.***
Florida's Teacher Education Centers: Determining If They Make a Difference.
ED 230 53

***Collins, Allan***
Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
ED 229 72

***Collins, James***
Linguistic Perspectives on Minority Education. Technical Report No. 275.
ED 229 73

***Colombo, Louis***
OCETA Job Preparation Research Project. Final Report.
ED 229 52

***Conboy, Ian***
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge).
ED 230 33

***Conners, Dennis A.***
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools.
ED 230 36

***Conrad, Kendon J.***
The Effects of PL 94-142 on School Services to Adolescents with Behavior Disorders in Illinois.
ED 229 97

***Conti, Gary J.***
The Collaborative Mode in Adult Education: A Literature Review.
ED 229 53

***Corbett, H. Dickson***
To Each Its Own: School Context and School Change.
ED 229 84

***Cornejo, Ricardo J.***
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 35

***Coste, Daniel, Comp.***
Contributions to a Renewal of Language Learning and Teaching: Some Current Work in Europe.
ED 230 07

***Cotayo, Armando***
Park West High School "At Your Service". O.E.E. Evaluation Report, 1981-1982.
ED 230 63

***Cotton, Kathleen***
Effects of Interdisciplinary Team Teaching. Research Synthesis.
ED 230 53
What Effective Schooling Research Says to Migrant Education Program Planners.
ED 230 35

***Cottrell, June S.***
Guided Imagery as a Bi-Modal Approach to Preparation for Performance.
ED 229 80

***Courtenay, Bradley C.***
Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching.
ED 229 55

***Coutu, Linda A.***
Food for Thought: A Cooking Approach to Reading.
ED 230 30

***Covert, Robert W.***
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
ED 229 93

***Covner, Thelma Crockin***
A Study of the Relationship of Intuition to Performance in Freshman Composition.
ED 229 75

***Cowden, Joey***
Psychomotor Assessment of the Severely Handicapped Individual.
ED 229 97

***Cox, James O.***
Analyzing Costs of Services.
ED 229 93

***Cranney, A. Garr***
Preparing Industrial Education Teachers as Reading Specialists.
ED 229 52

***Crismore, Avon***
Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
ED 229 72

***Cross, Kenneth D.***
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230 19

***Cross, Thomas S.***
Nontraditional Games in a Foreign Environment.
ED 230 52

***Croxton, Jack S.***
Sequential Information Presentation, Behavioral Expectations, and the Observer Bias.
ED 229 68

***Cuninggim, Whitty, Ed.***
Volunteers and Children with Special Needs. Second Edition.
ED 229 89

***Curtis, Jonathan J.***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
ED 230 27

***Curtis, Mary E.***
Word Knowledge Influences on Comprehension.
ED 229 74

***D'Amico, Frances C.***
Differences in Role Expectations for Community College Faculty.
ED 230 22

***Dallet, Patrick***
Student Financial Aid in Florida. Consultants' Report.
ED 230 12

***Daly, Michael J.***
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series.
ED 229 66

***Damico, Sandra Bowman***
The Two Worlds of School: Differences in the Photographs of Black and White Adolescents.
ED 230 66

***Daniel, Mark***
A Factorial Study of Reasoning Tests. Technical Report 1982-6.
ED 230 57
The Ideaphoria Worksamples as Measures of Divergent Thinking. Technical Report 1982-7.
ED 230 59

***Darr, Alice Dozier***
Support Systems: Inservice Education: Teacher Effectiveness.
ED 230 53

***Davis, Betty J.***
A Follow-Up Study: Open Education as Evaluated by Students Seven Years Later. Part I, 1973 - 1980; Part II, 1975 - 1982.
ED 230 28

***Davis, S. John***
An Administrator Views Programs for the Specific Learning Disabilit Student.
ED 229 91

***Davison, Richard L.***
Fall 1982 Enrollments, North Dakota Institutions of Higher Education.
ED 230 12

***Day, Nancy***
Anatomy and Physiology. Module No. IV. Health Occupations Educatior II.
ED 229 66
Career Exploration. Module No. II. Health Occupations Education II.
ED 229 65
Geriatric Care. Module No. V. Health Occupations Education II.
ED 229 66
Health Occupations Education II. Instructor's Manual.
ED 229 65
Introduction to Health Occupations Education II. Module No. I. Health Occupations Education II.
ED 229 65
Microscope. Module No. VI. Health Occupations Education II.
ED 229 66
Safety. Module No. III. Health Occupations Education II.
ED 229 65

***De Jarnette, Glenda***
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing.
ED 229 79

***Dean, Ed***
The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research.
ED 229 51

***Deaton, Robert***
What to Do When the Smoke Clears: Stage I and Stage II Planning wit Asian Refugees.
ED 230 63

***Decker, Sadie N.***
Spatial Ability in Relatives of Reading-Disabled Children.
ED 229 72

***Dede, Christopher***
The Future of Higher Education.
ED 230 15

***Denniston, Denie***
Older Workers: What Voc Ed Can Do. Information Series No. 256.
ED 229 58

***Deschamp, P.***
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13.
ED 230 66

***Dew, Nancy***
Special Education for Exceptional Bilingual Students: A Handbook fo Educators.
ED 229 89

***DeLeon, Josephine***
Evaluating and Adapting Materials for Use with Bilingual Exceptiona Children.
ED 230 00

***DeVries, Monty***
The Effect of a Token Reinforcement Program on the Sight Word Acquisition Rate of Learning Disabled Students in a Rural School Program.
ED 229 91

***DeYoung, Lucy***
Small School Vocational Cooperative.
ED 229 58

***Di Stefano, Mary F.***
Interactive Video at Miami-Dade Community College.
ED 230 25

***Dickens, Ben Harold***
An Investigation of Field-Dependent and Field-Independent Cognitive Style in Mentally Retarded Individuals in Sheltered Workshops in West Virginia.
ED 229 54

***Dickson, Sandra H.***
The News Quality Index: An Instrument for Assessing Local TV News.
ED 229 77

***Dillon, Ronna F.***
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
ED 229 73

***Dodd, Barbara G.***
Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Sprir Semester 1980. Research Bulletin 80-8.
ED 230 60

***Doggett, Ralph M.***
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 198 Volume I: Forecast Summary.
ED 229 53
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 198 Volume II: Forecast Details.
ED 229 53

***Dorans, Neil J.***
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach.
ED 230 56
Effects on Score Distributions of Deleting an Unkeyable Item from Test.
ED 230 56
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230 55

***Douglas, Joel M.***
Directory of Faculty Contracts and Bargaining Agents in Institutior of Higher Education. Volume 9.
ED 230 1

***Douglas, Joel M., Ed.***
Salary and Compensation Methodology in Academic Collective Bargaining.
ED 230 14
Unionization Among College Faculty, 1982.
ED 230 14

***Douglas, Linda D.***
Cost-Effective/Program-Effective Special Education Program Delivery
ED 229 9

***Dove, Linda A.***
Lifelong Teacher Education and the Community School. UIE Monographs 10.
ED 230 4

***Dressel, Paul L.***
Ph.D. and Ed.D. Program Adaptations for College Teachers.
ED 230 1

***Duncan, David F.***
Stress and Children: A Theoretical Overview.
ED 230 5

***Dunn, Jane A.***
A Comparative Study: College Freshman Reading Abilities and Readabilities of Required Texts.
ED 229 7

***Duran, Richard P.***
Chicano Children's Literacy Learning at Home.
ED 230 3
Hispanics' Education and Background: Predictors of College Achievement.
ED 230 6

***Durbridge, Nicola***
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175.
ED 230 1

***Dyer, Sharon E.***
Science and Engineering Doctorates: 1960-81. Special Report.
ED 230 4

***Dyson, Anne Haas***
The Emergence of Visible Language: Interrelationships Between Drawing and Early Writing.
ED 230 2

***Edelfelt, Roy A., Ed.***
Staff Development for School Improvement: An Illustration.
ED 230 5

***Edgar, Don***
One-Parent Families and Educational Disadvantage. Working Paper No 4.
ED 229 6

***Ediger, Marlow***
Appraising the Evaluators.
ED 230 5

***Edmond, Douglas R.***
Ideology and the Social Organization of Day Care.
ED 230 2

***Edwards, W. L.***
The Empty Set and Teaching Educational Administration: An Australasian Dreaming.
ED 229 8

***Ehrenreich, Zachary***
Levels of Meaning in Reading Comprehension of High School Students
ED 229 7

***Ehrlich, Elinore***
Pairing--A Precursor to Mainstreaming.
ED 229 9

***Eimer, Bruce N.***
Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior.
ED 230 3

***Eisenstadt, Marc***
Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17.
ED 230 1

***Eisert, Debra C.***
Children with Spina Bifida: Why Do They Fail in School?
ED 229 9

***Ekstrom, Ruth B.***
Measuring Adult Women's Job Relevant Life Experience Learning.
ED 229 7

***Elliot, Linda***
Teaching Speech-Communication: Guidelines for Teachers of the Required Speech Communication Course in Idaho Schools.
ED 229 8

***Ellis, John A.***
Effects of Questions and Instructions on Learning from Text.
ED 229 6

***Emerson, L. J.***
Small School Vocational Cooperative.
ED 229 5

***Emlen, Arthur C.***
When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care.
ED 230 2

***Enell, Nancy C.***
The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments.
ED 229 9

***England, J. Merton***
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
ED 230 4

***Erickson, Frederick***
Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 1

***Erwin, Barbara K.***
Parent Involvement in the Primary Reading Curriculum: One Approach
ED 229 7

***Esling, John H.***
Suggestions for Confronting Pronunciation in ESL.
ED 230 0

***Essomba, Joseph-Marie***
Study on the Development of Museums for Improved Integration of th Cultural Heritage into the Education System in French-Speaking African Countries.
ED 230 4

***Estes, Gary D.***
Cost Effectiveness in Evaluation Technical Assistance: Different Aspects of Measuring Cost and Outcomes.
ED 230 6

***Evans, Evan C., III***
Establishing Data-Exchange Networks Through Data Management & Telecommunications.
ED 230 1

***Evans, Norman***
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses a Project Report.
ED 229 6

***Evans, Robert J.***
Maintaining Least Restrictive Environments and Least Restrictive Alternatives for Handicapped and Nonhandicapped Students in Regula Education Classrooms.
ED 229 9

***Evans, Rupert N.***
Labor Force-Related Outcomes, Education-Related Outcomes, and Publ Acceptance of Vocational Education.
ED 229 5

***Ewing, Preston E., Jr.***
The ABCs of Special Education: A Handbook for Parents = El ABS Sob Educacion Especial: Un Folleto para los Padres.
ED 229 9

***Farmer, Walter A.***
An In-Depth Analysis of the Projection of Shadows Task.
ED 230 4

***Farran, Dale C.***
Intervening with High-Risk Families via Infant Daycare.
ED 230 2

***Farrar, Mary Thomas***
Tacit Knowledge of Questioning Strategies: An Aspect of Teachers' Practical Knowledge.
ED 230 5

***Farrell, Margaret A.***
An In-Depth Analysis of the Projection of Shadows Task.
ED 230 4

***Federico, Pat-Anthony***
Brain Event-Related Potential Correlates of Concept Learning.
ED 229
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
ED 230

***Feldman, David***
The Effect of a Token Reinforcement Program on the Reading Comprehension of a Learning Disabled Student.
ED 229 9
The Effect of a Token Reinforcement Program on the Sight Word Acquisition Rate of Learning Disabled Students in a Rural School Program.
ED 229 9

***Feldman, Robert S.***
In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception.
ED 230 2

***Feldmesser, Robert A.***
An Inquiry into Possible New Items of Background Information about TOEFL Candidates.
ED 230 5

***Fetler, Mark***
Identification of Exemplary Schools: A Secondary Analysis of Sixth Grade Data from the California Assessment Program.
ED 230 5
Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
ED 229 7

***Fetter, Mark***
Reading Achievement and English Language Proficiency in the California Assessment Program Sixth Grade Test.
ED 230 5

***Field, Dorothy***
Stability of Personality Characteristics throughout Adulthood.
ED 229 7

***Filer, Herb***
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 3

***Filsinger, Erik,***
Marital Adjustment. A Multivariate Look at Predictors.
ED 229

***Finn, Matia***
Fundraising for Early Childhood Programs: Getting Started and Getting Results.
ED 230 2

***Firstman, Arange***
A Comparison of Traditional and Television Lectures as a Means of Instruction in Biology at a Community College.
ED 230 2

***Fiscus, Edward***
School Psychologists' Use of Nondiscriminatory Assessment: Implications for Educating Handicapped Minority Students.
ED 230

***Fitzpatrick, John P.***
Computer-Aided Telecommunications for the Deaf (A Prototype for th Hearing). Final Report.
ED 230

***Fling, Sheila***
Relaxation/Covert Rehearsal for Problematic Children.
ED 230

***Forrest, Aubrey***
Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Proje (COMP).
ED 230

***Foster, Clifford D.***
A Literature Search as a Data Source for the Development of a Student Teacher Evaluation System and the Identification of One Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report No. 83-2.
ED 230 5

***Foster, Marilyn K.***
Public Policy and Independent Higher Education.
ED 230 1

***Fowell, Nancy***
Preschool Children's Learning of Concepts at Four Levels of Abstraction.
ED 230 3

***Foxley, Bruce***
Aptitude Scores of Guidance Counselors. Technical Report 1982-1.
ED 230 5

***Fracek, Eugene E.***
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980.
ED 230
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981.
ED 230
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982.
ED 230

***Francesconi, Robert***
Argument and Truth: Some Epistemological Questions.
ED 229

***Frank, Robert M.***
Attribute and Attitude Assessment of Community College Graduates Leavers.
ED 230

***Frankel, Alan***
Structuring an Adult Learning Environment. Part IV: Establishing Environment for Problem Solving.
ED 229

***Franssen, Henk A. M.***
Curriculum Analysis as a Condition for Evaluation.
ED 230

***Franzoi, Stephen L.***
Studying Self-Awareness Using Experiential Time Sampling Methodology.
ED 229

***Frazer, Gregory H.***
Connotations of Health Education Related Journals: A Factor Analy Study.
ED 230

***Fredericks, Bud***
The Secondary Data Based Classroom Model.
ED 229

***Frederiksen, John R.***
A Componential Approach to Training Reading Skills. Final Report.
ED 229

***Freedman, Sarah Warshauer***
Teacher Student Interaction in the Writing Conference: Response a Teaching.
ED 229

***French, Fred***
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery.
ED 229

***Friederwitzer, Fredda J.***
A Research-Based Staff Development Model: The Premise and the Program.
ED 230

***Friedman, Dana E., Ed.***
Shaping the Employer Role in Child Care. Preconference Workshop Papers Prepared for 1982 Annual Convention, National Association the Education of Young Children (Washington, D.C., November 11, 1982).
ED 230

***Fuller, Gerald B.***
Minimum Competency Testing and Handicapped Children: Is There a R for the School Psychologist?
ED 229

***Gadzella, Bernadette M.***
High School Students Participate in a CAI Study Skills Program.
ED 230

***Gaither, Greg***
Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report.
ED 230

***Galbreath, Joy***
The Effect of a Token Reinforcement Program on the Reading Comprehension of a Learning Disabled Student.
ED 229

***Gallahue, David L.***
Perceptual Aspects of Motor Performance.
ED 230

***Gallin, Alice, Ed.***
Facing the Future.
ED 230

***Gamache, LeAnn M.***
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
ED 230 57

***Gant, J. L.***
Effective Schools, Colleges, and Departments of Education: The Dean is the Key.
ED 230 54

***Garber, Zev***
Teaching the Holocaust at a Two-Year Public College.
ED 230 22

***Garcia, Eugene E.***
Bilingual Education in Early Childhood: A 5-Year Follow-Up.
ED 230 07

***Gardner, Robert W.***
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82.
ED 230 47

***Garlock, Jerry C.***
Update Management Compensation. ACCCA Management Report, 1982-3/3.
ED 230 21

***Garrison, Bruce***
Legislators' Images of Mass Media News Reporting Performance.
ED 229 80

***Gaylor, Michael S.***
Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers.
ED 230 34

***Geis, George L.***
If Professors Are Adults.
ED 230 15

***George, Russell E.***
How to Build a Positive Relationship with the Superintendent and Board of Education.
ED 229 86

***Gere, Anne R.***
Students' Oral Response to Written Composition.
ED 229 78

***Gerlock, Elizabeth F., Ed.***
Parent Group Guide: Topics for Families of Young Children with Handicaps.
ED 229 94

***Gerlovich, Jack***
A Tool for Assessing and Revising the Science Curriculum. Revised Edition 1982.
ED 230 42
Methods for Addressing Creation/Evolution Controversies in Iowa Schools.
ED 230 41

***Gerlovich, Jack A.***
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982.
ED 230 41

***Gibson, Elaine***
In Futile Pursuit: Rejecting Mothers and Their Approval-Seeking Daughters.
ED 229 69

***Gilbert, John***
Towards a Lakatosian Programme of Research into Concept Development.
ED 230 58

***Gilliland, Ed***
An Apple for the Teacher.
ED 230 22

***Githens, William H.***
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films.
ED 229 62

***Gladieux, Lawrence E.***
The Use, Misuse, and Non-Use of Policy Research: Student Financial Aid.
ED 230 14

***Glenny, Lyman A.***
Quality of the 1980 Federal Census for Postsecondary Planning.
ED 230 08

***Glickman, Carl D.***
Directions for Research on Supervisory Conference Approaches Appropriate to Developmental Levels of Teachers.
ED 230 51

***Glimps, Blanche E.***
Planning for a Culturally Sensitive Program in the Preschool Setting.
ED 230 00

***Glor-Scheib, Susan***
Help-Seeking in Elementary Classrooms: An Observational Study.
ED 230 28

***Gloster, Beulah H.***
James Britton and John Keats: An Examination of the Theory and Practice of Composition.
ED 229 75

***Godbey, Gordon C.***
Determining Maintenance of Achievement from ABE Programs.
ED 229 56

***Gold, Robert S.***
Connotations of Health Education Related Journals: A Factor Analytic Study.
ED 230 51

***Goldberg, Jo Ann***
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System.
ED 230 60
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System.
ED 230 63

***Goldberg, Renee LeWinter***
An Exploratory Study of Learning Disabilities in College Students.
ED 229 99

***Goldberg, Rita***
Must Hard Times in Higher Education Affect Study Abroad Programs?
ED 230 03

***Golen, Steven***
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators.
ED 229 53

***Golub, Jeffrey N.***
Characteristics of Students' Classroom Talk Surrounding the Assignment, Production and Evaluation of a Writing Task.
ED 229 75

***Goodluck, Helen***
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 74

***Goodman, Gail S.***
Automatic Processing of Word Meaning by Bilingual Children: Intralingual And Interlingual Interference.
ED 230 27

***Goodman, Jesse***
An Analysis of the Relationship between University Coursework and Field-Based Experience: A Question of Relevance.
ED 230 51

***Goodman, Paul W.***
Another Educational Problem: Shortages of University Scientific and Engineering Faculty.
ED 230 44

***Gordon, Helen Heightsman***
Bakersfield College Student Needs Assessment Survey: Spring Semester, 1983.
ED 230 23

***Goros, Denise L.***
A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change.
ED 230 01

***Gotshall, Richard C.***
Certification of Journalism Teachers: A Survey of the States.
ED 229 77

***Grabow, Chad Lee C.***
Computer Science Curriculum Development Guide.
ED 230 16

***Gray, Denis***
A Competency Oriented Small Group Intervention: Older Worker Job Club.
ED 229 69

***Gray, James***
Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 57

***Gray, Marilynne E.***
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils.
ED 229 95

***Gray, Wayne D.***
Implementing Army Training Programs: Translating Model into Action.
ED 230 59

***Gray, William A.***
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils.
ED 229 95

***Greaves, Edward R.***
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
ED 230 48

***Greene, H. David***
Aquatic Activities for Youth.
ED 230 43

***Greis, Naguib***
A Survey: College Credit and Other Related ESL Issues.
ED 230 02

***Griffin, Richard A.***
A Diagnostic Design for Individualized Field and Campus Internship.
ED 230 00

***Griffith, Stafford***
Environmental Education Manual. Teacher's Guide to Environmental Education.
ED 230 43

***Griffith, William S.***
Adult Education.
ED 229 50

***Griswold, Kenneth E.***
A Follow-Up Study: Open Education as Evaluated by Students Seven Years Later. Part I, 1973 - 1980; Part II, 1975 - 1982.
ED 230 28

***Groff, Warren H.***
The Economic and Social Impacts of the Transition from the Industrial Society to a Computer Literate, High Technology, Information Society.
ED 229 59

***Groman, Cynthia L., Ed.***
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980).
ED 229 89

***Gross, Susan***
Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures.
ED 230 64
Variables Affecting the Performance of ESOL/Bilingual Students in Non-ESOL Classes.
ED 230 03

***Gross, Susan K.***
A Comparison of Reliability Estimates from Single and Double Administrations of Criterion-Referenced Tests.
ED 230 58

***Grubis, Steve***
Frozen and Forgotten: Stress among Alaskan Bush Teachers.
ED 230 53

***Grumelli, Maryanne Dettmer***
Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book.
ED 229 56

***Guerra, Elsa***
Chicano Children's Literacy Learning at Home.
ED 230 35

***Guiste, Evelyn B.***
Ph.D. and Ed.D. Program Adaptations for College Teachers.
ED 230 16

***Gumbert, Edgar B., Ed.***
Different People: Studies in Ethnicity and Education.
ED 230 47

***Haase, Murray***
Assessment and Placement at Sacramento City College.
ED 230 25
Semi-Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982.
ED [illegible] 24
Semi-Annual Report on Assessment Procedures: Spring, Summer, Fall 1982.
ED 230 24

***Hadis, Benjamin F.***
Thomas Jefferson High School Effective Transition of the Bilingual and Bicultural Student to Senior High School. O.E.E. Evaluation Report, 1981-1982.
ED 230 63

***Hains, Maryellen, Ed.***
A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
ED 229 76

***Halasz, Ida M.***
Time on Task in Selected Vocational Education Classes.
ED 229 52

***Hale, Robert G.***
A Guide to School Library Media Programs.
ED 230 20

***Hall, Donald M.***
Individual Differences in Children's Ability to Profit from Picture Adjunct Aids.
ED 230 58

***Hall, John***
Adapted Physical Education: Resource Manual.
ED 229 95

***Halstead, D. Kent***
How States Compare in Financial Support of Higher Education, 1982-83.
ED 230 16
Inflation Measures for Schools and Colleges.
ED 230 08

***Hambleton, Ronald K.***
Fitting Item Response Models to the Maryland Functional Reading Test Results.
ED 230 62

***Hamilton, James B.***
Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No. 64.
ED 229 57
Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229 59

***Hanna, Donald E.***
Research for Policy: Faculty Perceptions and Policy Modifications to Enhance the Role of Continuing Education.
ED 230 14

***Hanner, Austin***
Assessing Minimal Competence for Certification with the National Teacher Examinations.
ED 230 54

***Hannon, James T.***
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 65

***Hanson, Karen M.***
A Comprehensive Program for Handicapped Students at the Two-Year College.
ED 230 23

***Harewood, Glenn***
Teaching and Learning a Foreign Language via Tele(Video)phone: A Futuristic Mini-Computer Design.
ED 230 05

***Haring, Norris G., Ed.***
Building and Alliance for Children: Parents and Professionals.
ED 229 95
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 1: Identification and Program Planning.
ED 229 94
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 2: Service Delivery.
ED 229 94

***Harnisch, Delwyn L.***
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications.
ED 230 62

***Harrington, Linda***
Teaching Beginning Mathematics to Students with Retardation, Autism and Learning Disabilities.
ED 229 97

***Harris, Chester W.***
Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II.
ED 230 55
Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV.
ED 230 55

***Harris, Jack***
A Synopsis of Keeping Occupational Education Current: Formation and Evaluation--DACUM.
ED 230 23

***Harris, Ronald***
Rural Renaissance: Implications for Higher Education.
ED 230 33

***Harrison, Marelle***
Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools.
ED 229 84

***Harrison, Margaret***
Divorce in Australia. Working Paper No. 5.
ED 229 69

***Hatch, J. Amos***
Materials Centered Reading Instruction: A Naturalistic Study of a Summer School Reading Program.
ED 229 71

***Hatfield, Robert C.***
Preservice Teacher Assessment and Development.
ED 230 55

***Haveman, Robert***
Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling.
ED 229 51

***Hawkins, Robert B., Jr.***
Business and the Future of Education. Sequoia Action Brief #1.
ED 229 82

***Hayes-Roth, Barbara***
Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems.
ED 230 18

***Hayes, LaMarian***
Emergency School Aid Act (ESAA) Magnet Program Evaluation (FY '81 and FY '82). Report No. 17-7.
ED 230 65

***Hays, Judith A.***
Aging and Family Resources: Availability and Proximity of Kin.
ED 229 68

***Haywood, Kathleen M.***
Age-Related Visual Changes and Their Impications for the Motor Skill Performance of Older Adults.
ED 230 53

***Headlam, Freya***
One-Parent Families and Educational Disadvantage. Working Paper No. 4.
ED 229 69

***Hedges, Lowell E., Ed.***
Energy Management Lesson Plans for Vocational Agriculture Instructors.
ED 229 53

***Heffernan, James A. W.***
Getting the Red Out: Grading without Degrading.
ED 229 78

***Hejna, William F.***
The Effect of Weight Reduction on Body Composition and Strength in High School Wrestlers.
ED 230 55

***Heller, Barbara R.***
Recent Graduates: A Study of Graduation Rates and Distinguishing Characteristics of CUNY Community College Career Program Completers.
ED 230 25

***Heller, Kenneth***
Perceived Social Support, Social Interaction and Nutrition among the Elderly.
ED 229 69

***Hellweg, Susan A.***
Communication Policies and Practices in American Corporations.
ED 229 80
Organizational Grapevines: A State-of-the-Art Review.
ED 229 81

***Hendrix, Laborn J.***
Heavy Equipment Operator Instructional Materials. Basic Core. Volume I.
ED 229 54
Heavy Equipment Operator: General Equipment Operator. Instructional Materials.
ED 229 54

***Henn, Joan M.***
The Adaptive Physical Education Program: Its Design and Curriculum.
ED 229 89

***Hennessy, Peter***
Forging Citizenship Values for the Post-Industrial Era.
ED 230 46

***Hennings, Dorothy Grant***
Teaching Communication and Reading Skills in the Content Areas.
ED 229 73

***Henry, Carolyn S.***
Parental Power and Behaviors as Antecedents of Adolescent Conformity.
ED 229 70

***Hensley, Stephen R.***
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.
ED 230 52

***Hentschke, Guilbert C.***
Toward Increased Voluntary Interdistrict Integration in New York State.
ED 229 85

***Herman, Paul***
Report to the Humanities Department on Possible Contributions of the Academic Programs to Other Fraser Valley College Programs.
ED 230 2

***Hershey, John T.***
1982-1983 Update. The Sourcebook. Learning by Design.
ED 230 4

***Hershey, Kirk Emerson***
1982-1983 Update. The Sourcebook. Learning by Design.
ED 230 4

***Hewitt, Louise M., Ed.***
A Telecourse Sourcebook for the 80s.
ED 230 2

***Hewson, Mariana G.***
The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density.
ED 230 3

***Heydinger, Richard B.***
Using Program Priorities to Make Retrenchment Decisions: The Case of the University of Minnesota.
ED 230 1

***Hicks, Joy***
Planning for a Culturally Sensitive Program in the Preschool Setting.
ED 230 0

***Hiebert, James***
Students' Conceptions of Decimal Numbers.
ED 230 4

***Hightower, Rick***
Client Oriented Management Documents.
ED 229 7

***Hilley, John***
Tax Credits for Education.
ED 229 8

***Hillman, Lee***
School Characteristics Related to Student Academic Growth.
ED 230 6

***Hilton, Alan***
Utilization of Parents and Peers in Self-Contained Classrooms.
ED 229 9

***Hilton, Wallace A.***
Physics Demonstration Experiments at William Jewell College. Revised Edition.
ED 230 4

***Hinrichs, William L.***
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State.
ED 229 5

***Hinton, Valeska S.***
The ABCs of Special Education: A Handbook for Parents = El ABS Sobre Educacion Especial: Un Folleto para los Padres.
ED 229 9

***Hiple, David V.***
ACTFL Provisional Proficiency Guidelines.
ED 230 0

***Hirvela, David P.***
The Critique Circle: A Technique for Teaching Oral Performance Criticism.
ED 229 8

***Hoberman, Solomon***
An Interim Report on the National Child Labor Committee's Research in Secondary School Cooperative Education.
ED 229 5

***Hocking, Joan***
The Impact of Microcomputers on Composition Students.
ED 229 7

***Hoffman, Lee McGraw***
Accountability Uses of a Statewide Compensatory Education Program Evaluation.
ED 230 6
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
ED 229 7

***Hohenshil, Thomas H., Ed.***
Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982).
ED 229 7

***Holm, Caren***
Interdependent Support Service Model.
ED 230 0

***Holmes, C. Thomas***
The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis.
ED 229 8

***Holzman, Thomas G.***
Short-Term Memory for Auditory Sequences and Reading Skill.
ED 229 7

***Hood, Paul D.***
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report.
ED 229 8

***Hopkins, Scott***
Entry-Year Assistance Committee: A Support System for Beginning Teachers.
ED 230 5

***Horn, Jerry G.***
Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools.
ED 230 3

***Horwitz, Elaine K.***
Reassessing Foreign Language Aptitude: Communicative Competence and Second Language Acquisition.
ED 230 0

***Hotchkiss, Lawrence***
Effects of Individual and School Characteristics on Part-Time Work of High School Seniors. Technical Report. Studies in Employment and Training Policy: No. 5.
ED 229 6
Effects of Work Time on School Activities and Career Expectations. Technical Report. Studies in Employment and Training Policy: No. 4
ED 229 6

***Houser, Betsy Bosak***
Filial Crisis among the Adult Children of the Elderly.
ED 229 7

***Howard-Merriam, Kathleen***
Development for Women? The 1981-85 Moroccan Plan Considered.
ED 230 4

***Howard, C. Jeriel***
The Politics of Basic Writing: Program Administration.
ED 229 7

***Howe, Florence, Ed.***
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230 0

***Howe, Trevor G.***
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982.
ED 230 4

***Hoyle, Sally G.***
Changes in Friendship During a School Year.
ED 230 2

***Hrncir, Elizabeth J.***
What Are We Testing? A Cross-Cultural Comparison of Infant Competence.
ED 230 3

***Huba, Mary E.***
The Development and Function of Print Awareness.
ED 230 2

***Huck, Schuyler W.***
Allocating Sample Material to Increase the Precision of a Priori Contrasts.
ED 230 6

***Hudak, Barbara J.***
Strategies and Techniques for Mainstreaming. Revised.
ED 229 9

***Huddleston, Kenneth***
The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 5

***Hughes, Francis P.***
Comparing Four Estimates of the Criterion-Referenced Standard for a Written Test.
ED 230 6

***Hughes, Jan N.***
Individual Differences in Children's Ability to Profit from Picture Adjunct Aids.
ED 230 5

***Hughey, Jane B.***
Freeing the Language Learner: The How and Why of a More Powerful Vocabulary.
ED 230 0

***Humbert, Jack T.***
Cooperative Education. Information Series No. 253.
ED 229 5

***Hunter, Wanda M.***
Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation.
ED 230 2

***Hur, K. Kyoon***
Asian-American Audience Research and Public Broadcasting Programming.
ED 230 6

***Huston, Aletha C.***
Family Environment and Television Use by Preschool Children.
ED 230 2

***Hutinger, Patricia L.***
Competency-Based Teacher Education. State Series Paper Number 1.
ED 229 8

***Huttula, Janet D.***
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 3

***Huynh, Huynh***
Technical Works for Basic Skills Assessment Programs. Final Report.
ED 230 6

***Hynson, Larry, Jr.***
Rural Renaissance: Implications for Higher Education.
ED 230 3

***Iler, Patrick A.***
Graying of the National Budget: The Impact of an Aging Population.
ED 229 7

***Ingram, D. E.***
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 0

***Ingram, E. J.***
The Education North Evaluation Project. Final Report.
ED 230 1

***Intili, Jo Ann***
Interdependence and Management in Bilingual Classrooms. Final Report.
ED 229 8

***Iozzi, Louis A.***
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
ED 230

Technology and Changing Lifestyles. Student's Guide. Preparing fo Tomorrow's World.
ED 230 38

Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38

Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World.
ED 230 38

Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38

***Isham, Mark M.***
A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
ED 230 49

***Isom, Bess A.***
Research on SACS: Does Accreditation Really Matter?
ED 229 84

***Ivy, W. Fred***
A Diagnostic Design for Individualized Field and Campus Internship.
ED 230 00

***Jacobsen, G. Michael, Ed.***
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7th Dubuque, IA, July 24-27, 1982).
ED 230 32

***Jacques, Edith***
A Statewide Program Network That Works. NCCSCE Working Paper Series
ED 230 21

***Jagacinski, Carolyn M.***
Engineering Careers: Women in a Male-Dominated Field.
ED 230 42

***Janson, Philip***
Age, Ethnicity and the Factorial Invariance of Morale.
ED 229 67

***Jenny, Hans H.***
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin.
ED 230 07

***Jensema, Corinne K., Ed.***
Issues in the Education of Multihandicapped Hearing-Impaired Children.
ED 229 94

***Jensen, Donald N.***
What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered.
ED 229 87

***Johnson, Alex B.***
School Psychologists' Use of Nondiscriminatory Assessment: Implications for Educating Handicapped Minority Students.
ED 230 00

***Johnson, Deborah Hazel***
A Student Health Insurance Needs Survey. Research Report #2.
ED 230 10

***Johnson, Marilyn Kay***
Learning the New Way: Giving and Taking Instruction by Telecommunications.
ED 230 00

***Johnson, Onalee, Comp.***
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project.
ED 230 11

***Johnson, Roger, Jr., Ed.***
Retention and Dropout in Beginning College Language Courses.
ED 230 03

***Jones, Effie H.***
Black School Administrators: A Review of Their Early History, Trend in Recruitment, Problems and Needs.
ED 229 88

***Jorgenson, Dale W.***
The Contribution of Education to U.S. Economic Growth, 1948-1973.
ED 229 51

***Jud, G. Donald***
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303.
ED 229 83

***Jungskar, Marianne, Ed.***
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter).
ED 230 09

***Kagitcibasi, Cigdem***
The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E.
ED 230 47

***Kahana, Eva F.***
The Effects of Social Participation on Morale among Widowed Women.
ED 229 69

***Kalekin-Fishman, Devorah***
The Sounds and the Music: Phenomena of Creativity and Routine in th Kindergarten.
ED 230 27

***Kalk, John Michael***
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51.
ED 230 60

***Kanetzke, Carol A.***
The Effects of Dynamic Range of Motion Exercises and Static Stretching on Strength and Range of Motion of the Hip Joint.
ED 230 54

***Karchmer, Michael A.***
Investigations of Cognitive Strategies and Cognitive Flexibility in Hearing Impaired Children. Final Report.
ED 229 88

***Kasworm, Carol***
Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching.
ED 229 55

***Katz, Lilian G.***
Talks with Parents on Living with Preschoolers.
ED 230 31

***Kaul, Arthur J.***
The Social Ecology of the Newspaper.
ED 229 77

***Keegan, William***
Competencies for Teachers Who Instruct Children with Learning Disabilities. Project I.O.U.
ED 229 95

***Kelley, H. Paul***
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8.
ED 230 60

***Kelly, Brian***
Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.
ED 230 08

***Kelly, Noeline***
Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.
ED 230 08

Essential Knowledges and Skills for Beginning Principals.
ED 229 87

***Kendall, William S.***
Psychoneurological Assessment of Language Disorders in Learning Disabled Adolescents: Research and Prescriptive Suggestions.
ED 229 98

***Kenny, Eleanore***
High School to College Transition. Planning Issue Paper No. 3 (Revised).
ED 230 13

***Kent, Calvin A.***
Entrepreneurship Education for Women: A Research Review and Agenda.
ED 230 45

***Kerker, R. M.***
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
ED 230 49

***Kernodle, Ruth L.***
Sharing the Past: Themes and Values from Early Life.
ED 229 69

***Kessler, Marc***
A Multivariate Analysis of Termination Status in a Rural Community Mental Health Center.
ED 229 66

***Khan, Anwar***
Higher Education Financing in the Fifty States: Significance for th 'Adams' States.
ED 230 10

***King, Reatha Clark***
Future Challenges for Women in Our Society.
ED 230 15

***Kingston, Neal M.***
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230 55

***Kinsella, Valerie, Ed.***
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Language Teaching. Cambridge Language Teaching Surveys.
ED 230 04

***Kirp, David L.***
The Allure of Legalization Reconsidered: The Case of Special Education.
ED 229 88

What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered.
ED 229 87

***Kirst, Michael W.***
The Role of Issue Networks in State Agenda-Setting.
ED 229 88

***Kise, Joan Duff***
Support Systems: Inservice Education: Teacher Effectiveness.
ED 230 53

***Klein, Daniel***
Sex Education Program Outcomes: Student and Alumni Perceptions.
ED 230 52

***Kleinman, Matthew***
The Effects of Aging on Motor Performance.
ED 230 48

***Klopping, Paul H.***
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 39

Drying Beds. Sludge Treatment and Disposal Course #166. Instructor' Guide and Student Workbook.
ED 230 40

Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 40

Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 39

Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 40

Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 40

***Knaak, William C.***
Learning Styles: Applications in Voc Ed. Information Series No. 254
ED 229 57

***Knafle, June D.***
Levels of Meaning in Reading Comprehension of High School Students.
ED 229 73

***Knapp, Michael S.***
Cumulative Effects of Federal Education Policies on Schools and Districts.
ED 229 85

***Knapp, Samuel***
Self-Control Desensitization and Test Anxiety.
ED 229 69

***Knight, Susan E.***
Teacher Workbook on Family Life Education.
ED 229 68

***Koltai, Leslie***
National Task Force to Redefine the Associate Degree: A Preliminary Presentation.
ED 230 22

***Kontos, Susan***
The Development and Function of Print Awareness.
ED 230 27

***Krashen, Stephen D.***
The Natural Approach: Language Acquisition in the Classroom.
ED 230 06

***Kreis, Kathleen***
The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers.
ED 230 65

***Kroll, John R.***
Base Line Survey of Wisconsin Legislators on Vocational Education.
ED 229 52

***Krumboltz, John D.***
Private Rules in Career Decision Making. Special Publications Serie No. 38.
ED 229 60

***Kruytbosch, Carlos***
Studies of Scientific Disciplines. An Annotated Bibliography.
ED 230 42

***Kulick, Edward***
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach.
ED 230 56

***Kuo, Wei-Fan***
The Organization and Structure of Teacher Education in the Republic of China.
ED 230 49

***Kurki, Allan W.***
Enhancing Economic Stability Utilizing the High Technologies in Community Colleges: A Case Study.
ED 230 25

***Kurtz, Ivan G.***
High Technology in the Manufacturing Sector of the Toledo Economy.
ED 229 58

***Kysela, Gerard***
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery.
ED 229 98

***La Belle, Thomas J.***
Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.
ED 230 64

***Laborde, Ilia M., Ed.***
International Leadership in Educational Technology. 1980 Summary Report.
ED 230 17

***Lacy, Denise A.***
Motivation Plus (Assessments and Games for Severely Multiple Impaired Children).
ED 229 97

***Lamberts, Martha Bullock***
The Third Quarter: The Influence of Family on Active Women 50-75.
ED 229 68

***Landau, Jacqueline***
Coping Strategies: Preparing Foreign Graduate Students for Professional Academic Programs.
ED 230 05

***Langdon, Julia***
S.W.A.T. (Study with a Teacher).
ED 229 96

***Langer, Philip***
Instruction and the Feedback Dilemma.
ED 230 54

***Laprade, Richard***
Coping Strategies: Preparing Foreign Graduate Students for Professional Academic Programs.
ED 230 05

***Larkin, Paul***
Can Colleges and Universities Supply an Adequate Skilled Workforce for High Technology Needs in 1990? Problems, Prospects, and Policy for the Eighties. Research Report No. 82-[illegible].
ED 230 22

***Larson, Timothy L.***
KSL-TV--First in the U.S. with Teletext.
ED 229 80

***Lasky, Elaine Z.***
Facilitating Comprehension and Processing of Language in Classroom and Clinic.
ED 229 97

***Lateck, Janina C.***
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies.
ED 229 64

***Lawler, Edward E., III***
Education, Management Style, and Organizational Effectiveness. Revised Version.
ED 229 61

***Lawton, J. T.***
Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation.
ED 230 27

***Lawton, Joseph T.***
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children.
ED 230 30

Preschool Children's Learning of Concepts at Four Levels of Abstraction.
ED 230 31

***Lazaruk, Walter Andrew***
A Comparative Analysis of Selected Designated Community Schools and Non-Designated Schools in Alberta. Executive Summary.
ED 229 85

***Learn, Richard L.***
A Comparison between Business and Industry Linkage Structures in Pennsylvania Community and Junior Colleges and Those Described in the Literature.
ED 230 25

***Leary, Linda F.***
A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81.
ED 230 56

***Lebauer, Roni S.***
Using Lecture Transcripts in EAP Lecture Comprehension Courses.
ED 230 04

***Lee, Marjorie W.***
An Exploration of Teacher Education Programs at Traditionally Black Colleges and Universities.
ED 230 01

***Legrand, Louis***
Contribution to a Study on the Evolution of the Content of General Education (1970-1980).
ED 230 45

***Levin, Henry M.***
The Educational Implications of High Technology.
ED 229 87

***Levin, Henry M., Ed.***
Running the Local Gauntlet: Fresh Insights to District Problems. and Reclaiming Urban Schools: A Modest Proposal. IFG Policy Perspectives, Winter 1983.
ED 229 85

***Levine, Elinor***
Model Secondary School Counselor Education Program.
ED 229 67

***Levitt, Mary J.***
Mother-Child Interaction, Comprehension of Emotion, and Sharing Behavior in Toddlers.
ED 230 29

***Lewis, Gary***
Changes in Occupational Employment in the Food and Kindred Product Industry, 1977-1980. Technical Note No. 1.
ED 229 64

***Lewis, James P.***
Vocational Education Tool and Equipment Inventory.
ED 229 54

***Lewy, Arieh***
Evaluation Standards: Comments from Israel.
ED 230 57

Impact of a Major National Evaluation Study: Israel's Van Leer Report.
ED 230 62

***Leyman, Jean***
How Do You Feel? = Koj Puas Xis Nyob? English-Hmong Medical Handbook.
ED 230 0

***Lick, Dale W.***
Rural Education: A Glimpse at the Future.
ED 230 34

***Lieberman, Marcus***
The Development of Children's Understanding of Numerical Representation. Final Report.
ED 230 4

***Liles, Jesse***
Experiential Plus: A Multiple Purpose Foundations Course.
ED 230 4

***Limaye, Mohan R.***
Client Oriented Management Documents.
ED 229 7

***Lindelow, John***
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time wit Implications for Administrative Action.
ED 229 8

***Lindsey, Dianne***
A Cooperative Adventure: The Integration of Physical Therapy Services into North Carolina's Schools.
ED 229 9

***Lindstrom, Berner***
Learning Styles and Learning Strategies. I. Conversation Theory--T Work of Gordon Pask. 1983:01.
ED 230 5

***Lister, Robert J.***
The Portsmouth Project (KIDS); A Successful Model Mainstream Progr for Emotionally Handicapped Adolescents in Public Secondary School
ED 230 0

***Little, Linda F.***
The Impact of Gestalt Group Psychotherapy on Parents' Perceptions Children Identified as Problematic.
ED 229 6

***Little, Marilyn J.***
Financial Dislocations among Divorcing Families.
ED 229 7

***Littleton, Barbara Rhein***
Parent Advocacy: Now More Than Ever Active Involvement in Educational Decisions.
ED 230 0

***Livingston-Dunn, Connie***
Functional Art Therapy for the Severely Handicapped.
ED 229 9

***Livingston-White, Deborah J. H.***
1981 Follow-Up Study of Students Enrolled and Previously Enrolled the Michigan School for the Blind and the Michigan School for the Deaf.
ED 230 0

***Lloyd, Russell F.***
Quality Circles: Applications in Vocational Education. Information Series No. 249.
ED 229 6

***Loase, John F.***
The Relationship Between Academic Requirements and Job Requirement in Computer Science.
ED 230 4

***Lockett, Cornelius R., Jr.***
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report.
ED 230 2

***Lockhart, Barbara D.***
Basic Stuff Series Index. and Using Basic Stuff in the Teacher Preparation Program.
ED 230 5

***Lockhart, Kathleen A.***
The Effects of the Timing of Feedback on Long-Term Knowledge Retention in PSI Courses. Final Report.
ED 230 1

***Longfellow, Cynthia***
Maternal Depression: A Source of Stress for Children.
ED 230 3

***Losee, Doug***
An Adaptation of Constructive Alternativism as Theory for Audience Analysis.
ED 229 8

***Lotto, Linda S.***
Naturalistic Inquiry: Paradigm and Method.
ED 230 5

***Loucks, Susan F.***
Planning for Dissemination. Monograph Number 1.
ED 229 8

***Lovett, Gladys J.***
Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.
ED 229 7

***Lowe, William T.***
Toward Increased Voluntary Interdistrict Integration in New York State.
ED 229 8

***Lueers, Nancy M.***
How Older Dogs Learn: Adults and Language Learning.
ED 230 0

***Luepnitz, Roy***
Psychology of Aging in America: A Historical Account of Theoretic Developments.
ED 229 7

***Luker, Richard Michael***
Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860.
ED 230 1

***Lynch, Linda L.***
Cost-Effective/Program-Effective Special Education Program Deliver
ED 229 9

***Lynch, Richard L.***
Marketing Education: A Future Perspective. Special Publication Series No. 37.
ED 229 6

***Lynn, Laurence E., Jr., Ed.***
Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3.
ED 230 4

***Lynn, Mary Ann***
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois.
ED 229 5

***Lyon, Barbara Jean***
Business Management & Ownership.
ED 229 5

***Macintyre, A.***
School Broadcasting in Scottish Schools. Report of the Inter-Colle Research Project on School Broadcasting.
ED 230 1

***Maclean, Fran***
People of Nova Scotia. Introduction to 30 World Cultures in Nova Scotia with Personal Stories, Poems and Viewpoints. Second Editior
ED 230 4

***Macpherson, R. J. S.***
The 'I and We' of Accountability: An Example of Meta-Evaluation i Educational Administration.
ED 229 8

The Empty Set and Teaching Educational Administration: An Australasian Dreaming.
ED 229 8

The School Improvement Program in Victoria, or, How to Play the Ne Game.
ED 229 8

The W.A. Peer Process Consultancy Project: Action Research as Inse for Principals.
ED 229 8

***Magidson, Errol M.***
Science for the Eighties: Final Project Report.
ED 230 2

***Maitre, Merry***
A Reference Guide for Secondary Career and Vocational Programming for Handicapped Students.
ED 229 9

***Majault, J.***
Contribution to a Study on the Evolution of the Content of General Education (1970-1980).
ED 230 4

***Mandell, Colleen***
Otitis Media and Learning Disabilities: More Than a Relationship?
ED 229 9

***Mangano, Nancy***
Parent Involvement in the Primary Reading Curriculum: One Approach
ED 229 7

***Mansbach, William***
Perceived Social Support, Social Interaction and Nutrition among t Elderly.
ED 229 6

***Mansfield, Edwin***
Education, R and D, and Productivity Growth. Revised.
ED 229 5

***Marckel, Beverly***
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish.
ED 230 0

***Marotz, Barbara***
Alternatives to Behavioral Classroom Management.
ED 229 9

***Marr, Mary Beth***
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
ED 229 7

***Marshall, James D.***
Schooling and the Composing Process.
ED 229 7

***Marston, Ruth Ann***
Self Perceptions of Gifted Children with Implications for Adult Personal Success and General Mental Health. Preliminary Report.
ED 229 9

***Martin, Jeanette V.***
Teacher Exchange In England: A Model to Improve Writing in the Public Schools.
ED 230 5

***Martin, John T.***
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 6

***Martin, June M.***
Approaches to Research on Teaching: Implications for Curricular Theory and Practice.
ED 230 5

***Martin, Oneida L.***
An Analysis of Aspirational Goals of Two-Year Business College Students.
ED 230 2

***Martinez, Daniel C.***
Review and Extension of the What-Is-Beautiful-Is-Good Hypothesis: Inclusion of Machiavellianism.
ED 229 6

***Marzolf, Marion***
The American "New Journalism" and the Europeans.
ED 229 7

***Masse, Roger E.***
Editing in Technical Communication: Theory and Practice in Editin Processes at the Graduate Level.
ED 229 7

***Mastropieri, Margo A.***
Maps as Schema for Gifted Learners.
ED 229 9

***Mathews, John***
The Use of Objective Tests. Teaching in Higher Education Series: Suggestions for the Consideration of Lecturers and Others Concern with Teaching in Higher Education.
ED 230 1

***Matthews, Doris B.***
Behavioral Effects of Relaxation Training Among Rural Preadolescents.
ED 230 3

The Development of a Parent Attitudinal Questionnaire As a Measur of School Success.
ED 230 5

***Matthews, Kenneth M.***
The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis.
ED 229 8

***Matulich, Loretta***
Contract Learning in the Traditional Technical Writing Class.
ED 230 2

***Maurer, Steve, Ed.***
Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82.
ED 229 9

***Maxfield, Betty***
Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile.
ED 230 1

***Mayer, Richard E.***
Diagnosis and Remediation of Computer Programming Skill for Creat Problem Solving. Volume 1: Description of Research Methods and Results. Final Report.
ED 230

Diagnosis and Remediation of Computer Programming Skill for Creat Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report.
ED 230 2

***McAuley, William J.***
Turning the Tables on Assistance: Elderly as Care Providers.
ED 229 6

***McBride, James R.***
Bias and Information of Bayesian Adaptive Testing. Research Repor 83-2.
ED 230 6

Influence of Fallible Item Parameters on Test Information During Adaptive Testing.
ED 230 5

***McCarty, T. L.***
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture.
ED 230 3

***McClennen, Sandra***
Teaching Beginning Mathematics to Students with Retardation, Autis and Learning Disabilities.
ED 229 9

***McCloud, Barbara K.***
Day Care as Early Intervention for Children with Mild Developmenta Delays.
ED 230 0

***McColl, Sharon, Ed.***
The Arts and Gifted/Talented Education Leadership Training Instit (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980).
ED 229 9

***McConaughy, Stephanie H.***
Strategies for Comprehending Important Information in Text by Goo and Poor Readers. Final Report of a Research Project. September 1 1981-December 14, 1982.
ED 229 7

***McCullers, John C.***
The Effects of Recency and Story Content on Children's Moral Judgments.
ED 230

***McEnaney, Walter K.***
Mechanical Drawing and Design.
ED 229

***McFadden, John***
Educational Planning and Development in Africa: An Assessment of Endeavors of Cameroon and Togo.
ED 230

***McFadden, Lori L.***
The Effects of Actualities on the Recall of and Interest in Radio Newscasts.
ED 229 797

***McGaffey, Ruth***
Teaching Freedom of Speech.
ED 229 822

***McGee, Glenn***
With a Little Help from My Friend: Mastering Math Facts with Peer Tutoring.
ED 229 999

***McGee, Mark G.***
Cognitive Sex Differences and Their Practical Implications.
ED 229 703

***McGrath, Joseph E.***
A Validity Network Schema.
ED 230 607

***McIntosh, R. G.***
The Education North Evaluation Project. Final Report.
ED 230 342

***McKay, Carol L.***
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish.
ED 230 052

***McKay, F. Ann***
Motivation Plus (Assessments and Games for Severely Multiple Impaired Children).
ED 229 970

***McKee, Judy Spitler, Ed.***
Early Childhood Education 83/84. Annual Editions. Sixth Edition.
ED 230 271

***McKell, William E.***
Preparing Industrial Education Teachers as Reading Specialists.
ED 229 525

***McKenna, Bernard H.***
Context Effects in Teacher Evaluation.
ED 230 581

***McKenzie, Patricia***
Relaxation/Covert Rehearsal for Problematic Children.
ED 230 287

***McKerns, Joseph P.***
The Social Ecology of the Newspaper.
ED 229 776

***McKinney, Bruce C.***
Organizational Climate: A Summary of Research and Controversy.
ED 229 820

***McMorris, Robert F.***
Effects of Including Humor in Test Items.
ED 230 588

***McNeil, Joanne***
Comparative Effectiveness of Group Slide/Tape versus Individual Programmed Instruction in Sophomore Library Instruction.
ED 230 179

***McNett, Charles W., Jr.***
Overview of the American Indian Archeology in the Middle School Project.
ED 230 470

***McPhee, Jeffrey T.***
Ambiguity and Role Transition in the Post-Divorce Family: A Symbolic Interactional Approach to Role Adjustment.
ED 229 699

***McTeer, J. Hugh***
Peer Tutoring as an Instructional Methodology for Social Studies Teaching.
ED 230 477

***Means, Thomas L.***
The AACSB Seminars on Business Communication: Their Content and Discussion of Their Implications for Business Communication Teachers.
ED 229 815

***Mehaffie, Shamus***
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys.
ED 230 363

***Mehnert, Barbara H.***
Enhancing Economic Stability Utilizing the High Technologies in Community Colleges: A Case Study.
ED 230 259

***Meikle, Robert J.***
Traditional Grade-Based Writing Evaluation and the Process Approach: Systems in Conflict.
ED 229 761

***Meister, Gail***
The Role of Issue Networks in State Agenda-Setting.
ED 229 882

***Mergendoller, John R.***
An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 499
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice.
ED 230 496
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 504

***Meyer, Linda A.***
The LEA's Perspective of Change: The Case for Directed Development.
ED 229 875

***Meyer, Rex***
The Minicourse Approach: What It Is and How It Works.
ED 230 093

***Miguel, Richard J.***
Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2.
ED 229 653

***Mikulecky, Larry***
Job Literacy and Job Performance among Nurses at Varying Employment Levels.
ED 229 726

***Mikulsky, Marilyn***
Mechanical Drawing and Design.
ED 229 574

***Miller, Hubert J.***
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas.
ED 230 316

***Miller, John Edgar***
Guidelines for Designing and Managing a Planning Process.
ED 230 134
Important Elements of Governance for a Small College.
ED 230 135

***Miller, Larry E., Ed.***
Energy Management Lesson Plans for Vocational Agriculture Instructors.
ED 229 532

***Miller, Maurice***
Mildly Handicapped Students' Self-Awareness of Academic Skills.
ED 229 994

***Miller, Randall***
Inner-Tennis Principles Applied to Writing.
ED 229 787

***Miller, Rosemary***
A Soft Sell for Hardware: The Use of Microcomputer Technology for Cost Effective Special Education Management.
ED 229 904

***Miller, Susan A.***
Training Surrogate Parents.
ED 229 986

***Miller, W. Wade***
Comparing and Contrasting Master of Agriculture and Master of Science Alumni.
ED 230 136

***Minugh, Carol J.***
Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 598
Counselors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 604
Parents. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 605
Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 597
Principals. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 599
Psychologists. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 602
Student Evaluation Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 603
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 601
Teachers. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 600

***Mitman, Alexis L.***
Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives for Successful Schooling Practice.
ED 230 500
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice.
ED 230 502

***Mohsenin, Iran C.***
Determining Maintenance of Achievement from ABE Programs.
ED 229 564

***Molnar, Linda Ann***
Elementary Death Education.
ED 230 518

***Monahan, Brian D.***
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences.
ED 229 756
The Relationship Between Academic Requirements and Job Requirements in Computer Science.
ED 230 442

***Mook, John E.***
A Model of Curriculum Development in Rural Schools.
ED 230 361

***Moore, Ann H.***
Strengthening College/Company Cooperation: An Ohio Perspective.
ED 230 078

***Moore, Earl J.***
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series.
ED 229 663

***Moran, James D., III***
The Effects of Recency and Story Content on Children's Moral Judgments.
ED 230 295

***Morris, Sonia M.***
The Long-Term Effects of Remediation in Reading Over a Four Year Period.
ED 229 723

***Morse, Dian***
Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 598
Counselors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 604
Parents. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 605
Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 597
Principals. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 599
Psychologists. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 602
Student Evaluation Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 603
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 601
Teachers. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 600

***Morton, Ruth***
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education.
ED 229 630

***Mosenthal, Peter, Ed.***
Research on Writing: Principles and Methods.
ED 229 766

***Moss, Ellen Sheiner***
Mothers and Gifted Preschoolers Teaching and Learning Strategies.
ED 230 312

***Mott, Donald R.***
The New Film Technologies: Computerized Video-Assisted Film Production.
ED 229 807

***Muir, Harry P.***
Training Manual for Experienced ABE/GED Instructors.
ED 229 550

***Mulligan, Dorothy, Ed.***
Volunteers and Children with Special Needs. Second Edition.
ED 229 894

***Munro, Allen***
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101.
ED 230 176

***Munski, Douglas C.***
The Status of Geography in North Dakota Secondary Schools.
ED 230 461

***Murphy, Elaine M.***
Teacher's Guide to the Future.
ED 230 469

***Murray, Frank S.***
Judgment of Intentionality by Nursery School Children.
ED 230 284

***Mussatti, David J.***
Year-Round High School Programs.
ED 229 836

***Myerberg, N. James***
Project Basic Test Interpretation.
ED 230 597

***Myers, Michael M.***
Remedial Education in College: The Problem of Underprepared Students.
ED 230 118

***Naglieri, Jack A.***
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diverse Students. Final Report. Revision.
ED 230 620

***Neal, David***
The Allure of Legalization Reconsidered: The Case of Special Education.
ED 229 883

***Neale, Anne Victoria***
The Effects of Social Participation on Morale among Widowed Women.
ED 229 696

***Nelson-Le Gall, Sharon***
Help-Seeking in Elementary Classrooms: An Observational Study.
ED 230 286
Teachers' and Young Children's Perceptions of Task Persistence.
ED 230 278

***Netzer, Dick***
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 1.
ED 230 444
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 2, Appendix Material.
ED 230 445

***Neuman, Delia***
Career Planning Meets the Micro: A Demonstration.
ED 229 906

***Nevius, John R.***
Three Wishes of Gifted and Nongifted Adolescents.
ED 229 954

***Newman, Dianna L.***
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education.
ED 229 630

***Nienkamp, Roger L.***
How to Write Effective Resumes and Cover Letters.
ED 230 23
Preparing for a Successful Job Interview.
ED 230 23

***Nieto, Sonia, Ed.***
Puerto Ricans in Children's Literature and History Texts: A Ten-Yea
Update.
ED 230 66

***Nimbkar, Jai***
Marathi Conversational Situations.
ED 230 04
Marathi Illustrated Vocabulary.
ED 230 04
Marathi Readings.
ED 230 04
Marathi Structural Patterns. Book One.
ED 230 04
Marathi Vocabulary Manual.
ED 230 04

***Nishio, Kazumi***
Characteristics of Japanese and Japanese Americans in Psychotherapy in Japan and the U.S.
ED 229 66

***Noel, Margaret M., Ed.***
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 1: Identification and Program Planning.
ED 229 94
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 2: Service Delivery.
ED 229 94

***Nord, David Paul***
Tocqueville, Garrison, and the Perfection of Journalism.
ED 229 77

***Norwood, Janet L.***
The Female-Male Earnings Gap: A Review of Employment and Earnings Issues. Report 673.
ED 229 61

***Nostrand, Richard L.***
The Hispanicization of the United States.
ED 230 34

***Novak, John M.***
Informally Inviting Moral Development: Teacher Perception and Behaviour Regarding the Handling of Moral Transgressions.
ED 230 51

***Novotny, Robert***
Advanced Spanish Language Classes--The Semester Approach.
ED 230 05

***Ntumi, Robert A.***
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports.
ED 230 27

***Nzo-Nguty, Bernard***
Educational Planning and Development in Africa: An Assessment of th
Endeavors of Cameroon and Togo.
ED 230 47

***O'Brian, Nancy, Ed.***
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for It
Investigation, and Practical Applications, January 1-March 31, 1983
ED 229 81

***O'Farrell, Timothy J.***
Marital and Family Therapy for Alcohol Problems.
ED 229 70

***O'Malley, Edward, Ed.***
American Indian Education Handbook.
ED 230 32

***Odden, Allan***
Public School Finance: Prognosis for the 1980s. Working Papers in Education Finance, Paper No. 36.
ED 229 86
School Finance Reform: An Example of Redistributive Education Polic
at the State Level. Working Papers in Education Finance, Paper No. 39.
ED 229 86
Voter Attitudes toward Government and Spending. Working Papers in Education Finance, Paper No. 20.
ED 229 86

***Odebunmi, Akin***
A Counselling Approach to Punishment of Children: A Review.
ED 230 29

***Odutola, Adeniji A.***
A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 1974 a
the Florida State University.
ED 230 13

***Oetting, E. R.***
Drug Use Among Native American Youth: Summary of Findings (1975-1981).
ED 230 34

***Ofosu-Amaah, Virginia***
National Experience in the Use of Community Health Workers. A Revie
of Current Issues and Problems. WHO Offset Publication No. 71.
ED 229 55

***Ohles, John F.***
Unresolved Issues in Higher Education: Legacy of the 60s and 70s.
ED 230 13

***Oishi, Sabine***
Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships.
ED 230 64

***Olsen, Jeanne***
Creative Achievement Tests in the Foreign Language Classroom.
ED 230 05

***Oluoch, G. P.***
Some Issues in Pre-School Education.
ED 230 29

***Omohundro, Julie***
Disability in Rural America: A Four-County Needs Assessment. Final Report.
ED 229 62

***Orlansky, Jesse***
Current Knowledge and Projection on Assessing the Effectiveness of Training.
ED 230 17

***Oromaner, Mark***
Comprehensive Science Evaluation Project: Hudson County Community College. Final Report.
ED 230 21

***Orr, John D.***
The 4-H Program Contribution to Family Strength. Evaluation Study.
ED 230 33

***Orsak, Charles G., Jr.***
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
ED 230 23
The Study Circle: A Practical Scandinavian Pedagogy.
ED 229 59

***Ortiz, Flora Ida***
Instructional Systems for Bilingual Children.
ED 230 34
Restraining and Liberating Perceptions Regarding Minority Women's Institutional Participation.
ED 230 14
The Recruitment and Retention Patterns of Hispanic American Women i
College.
ED 230 14

***Osborne, Roger***
Interviewing Children - A Checklist for the I.A.I. Interviewer. Learning in Science Project. Working Paper.
ED 230 59

***Osgood, Nancy J.***
Social Integration in Planned Retirement Communities.
ED 229 70

***Otto, Beverly***
Tracking Emergent Reading Behaviors through Storybook Re-Enactments
ED 229 72

***Owens, Thomas***
Examining the Impact of High School Vocational Education.
ED 229 55

***Owens, Thomas R.***
Helping Youth Become More Responsible.
ED 229 55
Young Peoples' Attributions for Successful or Unsuccessful Learning
at Worksites.
ED 229 55

***Owsley, Jean***
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report .
ED 229 56

***Page, Homer***
Experiential Plus: A Multiple Purpose Foundations Course.
ED 230 48

***Pallak, Suzanne R.***
Inferring Attitudes from Behavior: Commitment, Attitudinal Implications, and Cognitive Responses.
ED 229 66

***Parkin, Michael***
The Relevance of Interlanguage and Pidginization to French Immersio
Schooling. Research Report 81-07.
ED 230 03

***Parsons, Michael H.***
Technology Transfer: Programs, Procedures, and Personnel.
ED 230 24

***Payne, M. Carr, Jr.***
Short-Term Memory for Auditory Sequences and Reading Skill.
ED 229 73

***Pearce, Frank C.***
A Researcher Turned College President.
ED 230 22

***Pearson, Christine R.***
Cross-Cultural Perceptions of ESL Textbook Illustrations of the Human Figure.
ED 230 04

***Peebles, James D., Ed.***
Reading and Writing: Concepts for Teaching and Learning. Proceeding
of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
ED 229 76

***Pehrsson, Robert S.***
A Model of Curriculum Development in Rural Schools.
ED 230 36

***Pennock, Clifford D.***
American and Canadian Social Studies Texts - Recent Changes in Readability.
ED 230 46

***Perkins, Terry M.***
Who Should Administer the Public Relations Program?
ED 229 83

***Peters, Marie, Ed.***
Building and Alliance for Children: Parents and Professionals.
ED 229 95

***Peterson, Bruce***
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 43

***Pfau, Richard H.***
Foreign Student Orientation Needs at the University of Connecticut
Results of a Survey.
ED 230 1

***Pfeiffer, Steven, I.***
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Divers
Students. Final Report. Revision.
ED 230 62

***Phillips, Robert N.***
Controlled Composition or Composition out of Control? Using the Dictionary Effectively.
ED 230 05

***Phillips, Steven L.***
Communication Policies and Practices in American Corporations.
ED 229 80
Employee Network Propensity as a Function of Perceived Job Satisfaction, Ambiguity Tolerance, and Locus of Control.
ED 229 81

***Picard, Nancy***
S.W.A.T. (Study with a Teacher).
ED 229 96

***Pilot, Michael***
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 57

***Piper, Terry***
Solving the English Phonological Puzzle.
ED 230 0

***Pittman, Laura L.***
Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3.
ED 230 12

***Plasse, Lorraine A.***
The Influence of Audience on the Assessment of Student Writing.
ED 229 7

***Platt, Naomi Dornfeld***
The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions.
ED 229 5

***Pollicita, James R.***
Research for Policy: Faculty Perceptions and Policy Modifications
Enhance the Role of Continuing Education.
ED 230 1

***Poplin, Mary***
Learning Disabilities at the Crossroads.
ED 229 9

***Postlewait, Deborah S.***
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2.
ED 230 1

***Powers, Stephen***
Achievement Locus of Control of Hispanic and Anglo High School Students.
ED 230 3

***Prentice, Diana B.***
Analysis in Lincoln-Douglas Debate.
ED 229 8

***Presseisen, Barbara Z.***
Understanding Adolescence: Issues and Implications for Effective Schools.
ED 229 6

***Preston, C. Thomas, Jr.***
Judging Criteria for Intercollegiate Limited Preparation Speaking Events.
ED 229 8

***Price, Elaine J.***
Statistics of Public School Systems in the Twenty Largest U.S. Cities, Fall 1980.
ED 229 8

***Price, Marilyn***
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.
ED 229 8

***Price, Susan E.***
An Exploratory Study of the Social Interactions of a Two-Year-Old Child.
ED 230 2

***Prohaska, Thomas R.***
Turning the Tables on Assistance: Elderly as Care Providers.
ED 229 6

***Puglia, Barbara, Ed.***
Meeting the Career Development/Counseling Needs of Disadvantaged Students.
ED 229 5

***Purcell, John M.***
Choosing Foreign Language Literature in the High School: A Checklist.
ED 230 0

***Purinton, Michael***
Three Keys to Successful Staff Development: Evaluation, Participan
Planning and School-Based Programming.
ED 230 5

***Quick, Carol***
Otitis Media and Learning Disabilities: More Than a Relationship?
ED 229 9

***Quinley, John W.***
Five-Year Credit Enrollment Projections by Age Cohort Groups. Harford Community College, Fall Semesters, 1983-1987.
ED 230 2

***Rachal, Janella***
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
ED 230 6
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
ED 229 7

***Radencich, Marguerite C.***
How the US Navy Can Help Take the Pain out of the Referral Process
ED 229 9

***Ragghianti, Suzanne***
A Soft Sell for Hardware: The Use of Microcomputer Technology for Cost Effective Special Education Management.
ED 229 9

***Ramanathan, N. L., Ed.***
Education for Environmental Planning and Conservation.
ED 230 3

***Ramey, Craig T.***
Intervening with High-Risk Families via Infant Daycare.
ED 230 2

***Ramey, Madelaine***
School Characteristics Related to Student Academic Growth.
ED 230 6

***Reddy, P.***
Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation.
ED 230 2

***Reed, Donald B.***
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools.
ED 230 3

***Reese, Clara***
Competency Based Curriculum for Prevocational Exploration Consumer and Homemaking.
ED 229 6

***Reese, Stephen D.***
Improving Audience Learning from Television News through Between-Channel Redundancy.
ED 229 7

***Rehg, Virgil R.***
Quality Circles: Applications in Vocational Education. Information Series No. 249.
ED 229 6

***Reid-Sloan, Jamee***
Practical Nursing. Volume II. Health Occupations Education. Revise
ED 229 5

***Reid, Louann***
Talking: The Neglected Part of the Writing Process.
ED 229 7

***Renaud-Komiya, Jean-Luc***
The U.S. Government's Assistance to the AP's World-Wide Expansion: 1912-1948.
ED 229 778

***Reubens, Peggy***
Vocational Education for Immigrant and Minority Youth. Information Series No. 257.
ED 229 581

***Reynolds, William Bradford***
Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation.
ED 230 139

***Rhoades, Lawrence J.***
A History of the American Sociological Association, 1905-1980.
ED 230 462

***Rice, B. Douglas***
Independent Living Rehabilitation: Program Development, Management, and Evaluation.
ED 229 632

***Richard, Pierre***
English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project.
ED 230 024

***Richmond, Alan***
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
ED 230 487

***Ridinger, Robert B.***
Resources for Women's Studies.
ED 230 484

***Riley, Dave***
Social Network Influence on Father Involvement in Childrearing.
ED 230 297

***Rincones, Larry***
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982.
ED 230 329

***Rios, Rolando L.***
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80.
ED 230 356

***Roberts-Gray, Cynthia***
Implementing Army Training Programs: Translating Model into Action.
ED 230 591

***Roberts, Churchill L.***
The News Quality Index: An Instrument for Assessing Local TV News.
ED 229 775

***Roberts, J. E.***
Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties. A Special Needs Document.
ED 229 537

***Roberts, Lynn***
Semi-Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982.
ED 230 248

***Roberts, Pearl J.***
Adult Education.
ED 229 503

***Robertson, Douglas F.***
A Developmental Mathematics Program at the University of Minnesota.
ED 230 408

***Robin, Ellen Page***
The Third Quarter: The Influence of Family on Active Women 50-75.
ED 229 681

***Rocklin, Thomas***
Risk Preference and Diagnosticity.
ED 229 711

***Roddy, Eugene A.***
Building Bridges between Mainstream and Special Education.
ED 229 911

***Rodney, Elaine***
First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central State University.
ED 230 153

***Rodrigues, Dawn***
CAI Invention Strategies.
ED 229 789

***Rodrigues, Raymond J.***
CAI Invention Strategies.
ED 229 789

***Roffman, Arlyn J.***
Threshold Final Report: 1981-82 (Planning Year of a New Program for Young Adults with Special Needs).
ED 229 935

***Rogers, Elizabeth S.***
Controlled Composition or Composition out of Control? Using the Dictionary Effectively.
ED 230 056

***Rogers, Helen V.***
Practical Nursing. Volume II. Health Occupations Education. Revised.
ED 229 540

***Rogers, Sharon***
Psychology of Aging in America: A Historical Account of Theoretical Developments.
ED 229 712

***Roid, Gale H.***
Item Bias Detection and Item Writing Technology.
ED 230 564

***Romano, Richard***
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US.
ED 229 818

***Rosen, Doris F.***
How are Senior Citizens Portrayed in Basal Readers?
ED 229 742

***Rosenberg, Carol***
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 9.
ED 230 113

***Rosenthal, Neal H.***
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 577

***Ross, Alec***
A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 102
Essays. Teaching in Higher Education Series: 8. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 105
Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 104
Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 098
Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 101
Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 103
Why Lecture? Teaching in Higher Education Series: 2. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 099
Working Together. Teaching in Higher Education Series: 3. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 100

***Ross, Dorene Doerre***
Action Research in a University Laboratory School: An Interview Study.
ED 230 613

***Ross, E. Clarke***
First Year Block Grant Experiences: Initial Studies. Analysis.
ED 229 845

***Rotem, Arie***
Self-Assessment for Teachers of Health Workers. How to Be a Better Teacher. WHO Offset Publication No. 68.
ED 230 489

***Roth, Rod***
Assessing Minimal Competence for Certification with the National Teacher Examinations.
ED 230 541

***Roueche, John E.***
Beacons for Change: An Innovative Outcome Model for Community Colleges.
ED 230 231

***Rounds, Thomas S.***
An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice.
ED 230 498
Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice.
ED 230 501

***Rozema, Hazel J.***
Sex Education and Semantic Pitfalls.
ED 229 709

***Ruffin, Patrick S. J.***
Preposition-Usage from a Notional Perspective.
ED 230 027

***Rumberger, Russell W.***
Social Mobility and Public Sector Employment.
ED 229 881
The Educational Implications of High Technology.
ED 229 879
The Job Market for College Graduates, 1960-1990.
ED 229 880

***Rushakoff, G. Evan***
The Microcomputer as an Efficient and Versatile Speech-Output Communication Aid.
ED 229 908

***Russell, Keith W., Comp.***
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
ED 230 205

***Ruzicka, Paul L.***
A Model for Training Special Needs Students in a Regular Vocational-Technical School Setting.
ED 229 990

***Rybicki, Carolyn***
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
ED 230 301

***Rzepnicki, Tina L.***
Decision Making at Child Welfare Intake: A Handbook for Practitioners.
ED 230 302

***Sacks, Joanne***
A Study of the Interaction between Anxiety and Attention.
ED 229 71

***Sager, Nancy***
The Vital Link: Developing an Effective Continuum of Intervention to Meet the Needs of Emotionally/Behaviorally Disordered Students.
ED 230 00

***Sample, John***
The Vroom and Yetton Normative Leadership Model Applied to Public School Case Examples.
ED 229 87

***Samson, Karen Margolis***
On Training Students to Extract Gist from Expository Text.
ED 229 73

***Sandusky, Jane C.***
Injuries to the Young Athlete.
ED 230 54

***Savage, Grant T.***
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US.
ED 229 81

***Savard, William G.***
What Effective Schooling Research Says to Migrant Education Program Planners.
ED 230 35

***Sawatzky, Joyce***
Heavy Equipment Operator Instructional Materials. Basic Core. Volume I.
ED 229 54
Heavy Equipment Operator: General Equipment Operator. Instructional Materials.
ED 229 54

***Scaff, Lawrence A.***
Kant or Marx? Philosophy and the Origins of Social Science.
ED 230 44

***Scalos, Alice M., Ed.***
Reading and Writing: Concepts for Teaching and Learning. Proceedings of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
ED 229 76

***Scarpa, Ioannis S., Ed.***
Sourcebook on Food and Nutrition. Third Edition.
ED 230 55

***Schaefer, Earl S.***
Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation.
ED 230 28

***Schaefer, Mary M.***
A Comparison of Reliability Estimates from Single and Double Administrations of Criterion-Referenced Tests.
ED 230 58

***Scheetz, Janet A.***
Strategies and Techniques for Mainstreaming. Revised.
ED 229 93

***Schevers, Thomas J.***
The Effects of PL 94-142 on School Services to Adolescents with Behavior Disorders in Illinois.
ED 229 97

***Schiamberg, Lawrence B.***
Is Growing Old Inevitable? A Systems Perspective to Biological Changes and Educational Priorities in Later Adulthood.
ED 230 52

***Schifani, John***
Innovative Infant Stimulation Program as Being Executed by a South Louisiana School District.
ED 229 96

***Schlansker, Jill Thrift***
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants.
ED 230 30

***Schnorr, Janice M.***
PILOT: A Programming Language for Beginners.
ED 229 90

***Schuehler, Susan S.***
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
ED 229 56

***Schuman, David***
Education and Solipsism.
ED 230 20

***Schunk, Dale H.***
Request-Response Strategies Among Elementary Teachers and Students.
ED 230 31

***Schwab, Judith L., Ed.***
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
ED 230 41

***Schwarte, Barbara S.***
The Acquisition of English Sentential Complementation by Adult Speakers of Finnish. Jyvaskyla Cross-Language Studies, No. 8.
ED 230 06

***Schwartz, Sandra R.***
Interpersonal Empathy: A Training Program for Health Care Professionals.
ED 229 82

***Schwartz, Thomas A.***
Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases.
ED 229 75

***Sclanders, Maxinne, Comp.***
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983.
ED 229 54

***Scott-Jones, Diane***
Teachers' and Young Children's Perceptions of Task Persistence.
ED 230 27

***Scruggs, Thomas E.***
Maps as Schema for Gifted Learners.
ED 229 90

***Seidensticker, Mary***
A Telephone Survey of Community Attitudes Toward Sex Education.
ED 230 49

***Seidman, Earl***
The Few Among the Many: Interviews of Minority Community College Faculty.
ED 230 25

***Seifert, Edward H.***
Time/Learning Relationships in Secondary Schools: A Research Report
ED 229 85

***Sellers, Jeanne Shanks***
How Abnormal Reflexes Influence Movements in Cerebral Palsy.
ED 230 52

***Semple, Robert M.***
Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report.
ED 229 61

***Sennett, Kenneth H.***
Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior).
ED 229 89

***Shake, Mary C.***
Research on Reversals, with Emphasis on Connected Text Studies.
ED 229 74

***Shantiris, Kita***
Developmental Changes in Metaphor Comprehension: It's Not All Uphill.
ED 230 29

***Shapiro, Sheila***
Poetry Instruction: Do Basals Follow Recommended Procedures?
ED 229 75

***Sharman, Ronald M.***
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 40

***Sharpes, Donald K.***
Developing International Understanding in Teacher Education.
ED 230 50

***Shavelson, Richard J.***
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds.
ED 230 19

***Shaw, T. Vanston***
Retention of Selected Reading and Arithmetic Skills by Learning Disabled Pupils and Non-Disabled Pupils over Summer Vacation.
ED 229 96

***Shea, Joseph***
The New Florida Beginning Teacher Program.
ED 230 55

***Shelburne, Kathryn***
Children with Spina Bifida: Why Do They Fail in School?
ED 229 90

***Sheldon, M. Stephen***
Research and Educational Decisions: An Editorial.
ED 230 21

***Shell, Kevin D.***
Interest Profiles of Professional Engineers.
ED 230 43

***Shobe, Robert E.***
Improving Test-Taking Skills.
ED 230 57

***Shuster, Susan K., Ed.***
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980).
ED 229 89

***Siegel, Ernest, Comp.***
New Jersey Mediagraphy.
ED 230 18

***Simmons, Rosa M.***
Fall Enrollment in Colleges and Universities, 1980.
ED 230 08

***Sindelar, Paul T.***
The Effects of Group Size, Instructional Method, and Mode of Responding on the Acquisition of Mathematical Concepts by Fourth Grade Students.
ED 230 39

***Sinnott, Jan D.***
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyda
Logical Problems?
ED 229 70

***Sivertson, Debra Benoit***
A Student Health Insurance Needs Survey. Research Report #2.
ED 230 10

***Skaggs, Donald Ray***
Work Skills for Prevocational Training.
ED 230 00

***Slaby, Robert***
Computerizing Your Attendance System.
ED 229 82

***Slotnik, William J.***
Organizing a Community School: A Primer for Citizens.
ED 230 44
Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.
ED 230 44

***Smeltzer, Larry R.***
Improving Listening Skills Used in Business: An Empirical Compariso
of Discussion Length, Modeling and Level of Incentive.
ED 229 80

***Smith, Brandon B.***
Cognitive Structure of Technical Knowledge: A Free Association Methodology.
ED 229 57

***Smith, Carol J. Comp.***
Higher Education Opportunities for Minorities and Women: Annotated Selections--1982 Edition.
ED 230 12

***Smith, Corinne R.***
Matching Instructional Tasks to Students' Abilities and Learning Styles.
ED 229 91

***Smith, Gayle***
Parallel Alternate Curriculum--A Mainstreaming Implementation Program at the Secondary Level: Alternative Teaching Strategies Combined with Basic Skills.
ED 229 96

***Smith, Roland E.***
Research Productivity in Graduate Departments of Political Science in the South and Southwest.
ED 230 45

***Smith, Ron***
If Professors Are Adults.
ED 230 15

***Smith, Vicki L.***
Vocabulary Building for University-Bound ESL Students.
ED 230 03

***Smith, W. A. S.***
A Review of Distance Education in Ontario Universities.
ED 230 09

***Sneideman, Annemies***
Behavioral Assessment & Intervention: The Integrated Disciplinary Approach.
ED 230 00

***Snodgrass, Sara E.***
Women's Intuition: The Effect of Subordinate Role upon Interpersona
Sensitivity.
ED 229 6

***Snowden, B. L.***
A Review of Distance Education in Ontario Universities.
ED 230 09

***Snyder, Barbara***
Creative Achievement Tests in the Foreign Language Classroom.
ED 230 05

***Snyder, Barbara, Ed.***
Speak Out and Touch Someone. The OMLTA Yearbook, 1983.
ED 230 05

***Snyder, Vivian C.***
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 5

***Somwaru, Jwalla P.***
Assessment of Basic Competencies: An Alternative to Intelligence Tests and A Training Manual.
ED 229 9

***Sorosky, Jeri, Ed.***
Readings: Early Childhood Education.
ED 230 2

***Soven, Margot***
Developing Paragraph "Intuition": A Spiral Approach.
ED 229 7

***Spaeth, Samuel W.***
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973.
ED 229 5

***Sperling, Melanie***
Teacher Student Interaction in the Writing Conference: Response an
Teaching.
ED 229 7

***Stambler, Moses***
Health Planning. Health Policy--Paper #2.
ED 230 4

***Stanard, Marilynn***
Role Dilemmas of the Professional Educator as Researcher: Blessing or Curse?
ED 230 5

***Stanford, Ronnie L.***
Alabama Teacher Supply-Demand for 1983-1984.
ED 230 5
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data.
ED 230 5

***Stavros, Denny***
Report on the Results of a Survey of Northwestern High School Staf
High School Improvement Project, June 1982.
ED 230 6
Report on the Results of a Survey of Northwestern High School Students. High School Improvement Project, June 1982.
ED 230 6

***Stefanics, Elizabeth T.***
Management Factors of Women in Leisure Services.
ED 230 5

***Stein, Theodore, J.***
Decision Making at Child Welfare Intake: A Handbook for Practitioners.
ED 230 3

***Stevenson-Hicks, Randy***
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
ED 229 7

***Stevenson, Bill W.***
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
ED 229 5

***Stewart, A. M.***
Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project N
P/24/1.
ED 230 1

***Stewart, Donald E.***
Divorce in Australia. Working Paper No. 5.
ED 229 6

***Stich, Thomas***
Risk Management in Adventure Programs with Special Populations: Tw
Hidden Dangers.
ED 230 3

***Stoessiger, Rex***
Education and Local Development in Australian Rural Areas. Researc
Study No. 74.
ED 230 3
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73.
ED 230 3

***Studdert-Kennedy, Michael, Ed.***
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for I
Investigation, and Practical Applications, January 1-March 31, 198
ED 229 8

***Stutzman, Esther***
The American Indian Social Studies Curriculum Activity Guide, Grad
7-8.
ED 230 3
The American Indian Social Studies Curriculum Activity Guide, Grad
9-12.
ED 230 3

***Suarez, Tanya M.***
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
ED 229 9

***Sullivan, Daniel J.***
Comparing Efficiency between Public and Private Schools.
ED 229 8

***Sullivan, Mary Jane***
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 4

***Sullivan, Molly***
Feeling Strong, Feeling Free: Movement Exploration for Young Children.
ED 230 2

***Summers, Jerry A.***
Improving Test-Taking Skills.
ED 230 5

***Sutaria, Saroj***
University-Based Preservice Tutoring Experiences for Students in Teacher Training Program in Learning Disabilities at Kent State University.
ED 229 9

***Sutherland, E. R.***
Towards an Explanation of Leisure Services Practitioner Attrition: Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics.
ED 230 1

***Sutton, Clive***
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982).
ED 230 4

***Swainston, Theron***
Linking Testing and Evaluation with School District Instructional Programs.
ED 230 6

***Swanson, Kathleen T.***
Career and Vocational Education in Ohio for the 1980's and Beyond.
ED 229 5

***Swartz, Stanley L.***
The Use of Restitution and Time-Out for Destructive Behavior in Emotionally Disturbed Children.
ED 229 9

***Swearingen, Laura***
A Justification for the Use of Computer Assisted Instruction with the Physically Handicapped.
ED 229 9

***Sweet, Robert W., Jr.***
Director's Report to the Congress on the National Assessment of Educational Progress.
ED 230 6

***Swift, David***
Towards a Lakatosian Programme of Research into Concept Developmen
ED 230 5

***Szpiro, Susan Zur***
Maternal Depression: A Source of Stress for Children.
ED 230 3

***Taber, Florence M.***
MCE Field Study Project.
ED 230 1

***Takacs, Robert***
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
ED 230 2

***Te'ala, Sauli***
Student Writing: Some Notes on Definition and Measurement.
ED 229 7

***Tebo, Jack***
Student Financial Aid in Florida. Consultants' Report.
ED 230 1

***Terrell, Tracy D.***
The Natural Approach: Language Acquisition in the Classroom.
ED 230 0

***Terry, Jo-Ann W.***
A Statewide Program Network That Works. NCCSCE Working Paper Serie
ED 230 2

***Thomas, George***
Feasibility of Modelling the Supply of Older Age Accessions.
ED 229 6

***Thomas, Hollie B.***
Towards an Explanation of Leisure Services Practitioner Attrition: Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics.
ED 230 1

***Thomas, John W.***
Application of a Model for Improving the Training and Education System of a Federal Agency.
ED 229 5

***Thompson, Donald***
Model Secondary School Counselor Education Program.
ED 229 6

***Thompson, Hugh L.***
Guidelines for Designing and Managing a Planning Process.
ED 230 1
Important Elements of Governance for a Small College.
ED 230 1

***Thompson, Linda***
Two Generations of Mothers and Daughters: Role Status and Interdependence.
ED 229 6

***Thornton, Carla E.***
Teacher Workbook on Family Life Education.
ED 229 6

***Tierney, Robert J.***
Author's Intentions and Readers' Interpretations. Technical Report No. 276.
ED 229 7

***Tierney, William G.***
The Tenure Drum: An Investigation of Ritual Violence in the Moderr
University.
ED 230 1

***Timpane, Michael***
Corporations and Public Education in the Cities.
ED 230 6

***Tindall, Lloyd W.***
Seven Steps to Employment for Learning Disabled Students.
ED 229 9

***Tinsley, Thomas E., Jr.***
What a Special Education Management System Should Look Like--A Consumers Guide. A Fully Computerized Special Education Managemen
System Overview.
ED 229 9

***Toews, Jane***
The Secondary Data Based Classroom Model.
ED 229 941

***Tollefson, Nona***
The Effect of Item Format on Item Difficulty and Item Discrimination.
ED 230 582

***Toro, Leonor***
What's Happening in June?
ED 230 350

***Torres, Judith A.***
Walton High School Bilingual Basic Skills Through Interdisciplinary Career Orientation. O.E.E. Evaluation Report, 1981-1982.
ED 230 641
William H. Taft High School Project Adelante. O.E.E. Evaluation Report, 1981-1982.
ED 230 642

***Torres, Rosalie T.***
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications.
ED 230 622

***Trail, Anderia***
Parent Involvement in the Treatment of Disturbed Preschoolers.
ED 229 982

***Trautman, Retta C.***
Parent Involvement in the Treatment of Disturbed Preschoolers.
ED 229 982

***Trick, Linda R.***
Age-Related Visual Changes and Their Impications for the Motor Skill Performance of Older Adults.
ED 230 538

***Tripp, Alice***
The Effect of Item Format on Item Difficulty and Item Discrimination.
ED 230 582

***Trohanis, Pascal L., Ed.***
Strategies for Change.
ED 229 930

***Tross, Glenn***
Interactive Video at Miami-Dade Community College.
ED 230 256

***Truckenmiller, James L.***
Delinquency Level Classification Via the HEW Community Program Youth Impact Scales.
ED 229 674

***Tryon, Georgiana Shick***
Preliminary Results of a Survey of Full-Time Private Practitioners.
ED 229 689

***Tsai, Shiow-Ling***
Mathematics Achievement and Attitude Productivity in Junior High School.
ED 230 394

***Turesky, Stanley F., Ed.***
Advancing the Liberal Arts. New Directions for Community Colleges, Number 42.
ED 230 263

***Tutin, Judith***
A Multivariate Analysis of Termination Status in a Rural Community Mental Health Center.
ED 229 666

***Twitchell, Wirt B.***
Educational Pluralism and the Native American Student.
ED 230 328

***Uhl, Norman P.***
Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students. Symposium Summary .
ED 230 110

***Uzzolino, Carol***
Does Attendance in a Nursery School Program Have an Effect on Reading Readiness at the Kindergarten Level?
ED 229 729

***Valenzuela, Nicholas A.***
Latinos and Public Broadcasting: Developing a Research Agenda.
ED 230 653

***Vance, Booney***
Minimum Competency Testing and Handicapped Children: Is There a Role for the School Psychologist?
ED 229 914

***VanLehn, Kurt***
Competitive Argumentation in Computational Theories of Cognition. Cognitive and Instructional Science Series. CIS-14.
ED 230 180

***Vasa, Stanley F.***
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska.
ED 229 952
Project Accommodate: Preparing Master Teachers to Provide Peer Inservice.
ED 230 001

***Vasselus, Kathryn S., Ed.***
Retention and Dropout in Beginning College Language Courses.
ED 230 036

***Vaughan, Jerry L.***
The Major Impacts of the Baby Boom upon American Life, 1945-2050.
ED 230 478

***Vetter, Betty M.***
Opportunities in Science and Engineering. A Chartbook Presentation.
ED 230 413

***Vetter, Enid B.***
TPR-Plus.
ED 230 035

***Vinarskai, Eugene***
Examining the Impact of High School Vocational Education.
ED 229 557

***Vincent, Phillip E.***
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 859
School Finance Reforms and Big-City Fiscal Problems. Working Papers in Education Finance, Paper No. 16.
ED 229 861
Tax Base Composition and Family Income in Measuring School District Fiscal Capacity. Working Papers in Education Finance, Paper No. 12.
ED 229 860

***Vinsonhaler, John F.***
Diagnosing Children with Educational Problems: Characteristics of Reading and Learning Disabilities Specialists and Classroom Teachers.
ED 229 942

***Virts, Paul H.***
Changing Public Interest Values in Broadcast Deregulation.
ED 229 804

***Vockell, Edward L.***
Active Writing Plus Feedback: A Successful Elementary School Writing Program.
ED 229 773

***Wagner, Alan P.***
Financial Aid for Self-Supporting Students: Defining Independence.
ED 230 081

***Wagner, James***
Some Prerequisites in Learning to Solve Figural Analogy Problems.
ED 230 281

***Wagner, Michael J.***
Achievement Locus of Control of Hispanic and Anglo High School Students.
ED 230 355

***Wagoner, Gordon***
Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised.
ED 230 359

***Waimon, Margaret C.***
The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time.
ED 230 508

***Walberg, Herbert J.***
Mathematics Achievement and Attitude Productivity in Junior High School.
ED 230 394
Productive Factors in School Learning: A Quantitative Synthesis of National Assessment Studies.
ED 230 575

***Walker, Alexis J.***
Two Generations of Mothers and Daughters: Role Status and Interdependence.
ED 229 671

***Walker, Mary Pat***
What's So Important about Water?
ED 229 975

***Walsh, James M.***
A Michigan Carto-Bibliography: An Annotated Guide to Sources Pertaining to Michigan Maps, Atlases, and Related Cartographic Materials.
ED 230 482

***Walters, Elizabeth***
Verbal Self-Instruction for the Mentally Retarded: The Missing Link.
ED 230 016

***Walters, Pamela Barnhouse***
Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures.
ED 230 643

***Waltz, Carolyn F.***
Beyond Needs Assessment to Marketing Continuing Education in Nursing.
ED 230 608
Marketing as a Tool for Maximizing the Utilization of Findings from Outcome Evaluation.
ED 230 595

***Ward, Beatrice A.***
Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981).
ED 230 497
Junior High School Transition Study, Volume VII. Executive Summary.
ED 230 505
Students' Experience during and Response to Transition to Junior High School. Junior High School Transition Study, Volume IV.
ED 230 503

***Ward, Russell A.***
The Relative Importance of Social Ties.
ED 229 714

***Warren, Russell G.***
New Links Between General Education and Business Careers. Liberal Learning and Careers Series.
ED 230 117

***Warrick, Kathleen***
Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases.
ED 229 753

***Warta, Marjorie Hamon***
Management Functions of Secondary Vocational Teachers in Kansas with Implications for Pre-Service and In-Service Education.
ED 229 512

***Watkins, J. Foster***
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data.
ED 230 520

***Watson, Kittie W.***
Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive.
ED 229 809

***Watts, D. Michael***
A Constructive Alternativist View of Children's Science.
ED 230 365

***Wearne, Diana***
Students' Conceptions of Decimal Numbers.
ED 230 415

***Weinberg, Nessa***
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.
ED 229 887

***Weiser, Tracy Ellen***
Designing Structured Leisure Programs for Emotionally Handicapped Adolescents.
ED 229 974

***Weiss, David J.***
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.
ED 230 615

***Weisz, Diane***
Studies of Scientific Disciplines. An Annotated Bibliography.
ED 230 425

***Weller, L. David***
Project Eureka: A Program for the Academically Gifted.
ED 229 900

***Wendler, Cathy L. W.***
Item Bias Detection and Item Writing Technology.
ED 230 564

***Wentowski, Gloria J.***
Older People's Perceptions of Great-Grandparenthood.
ED 229 687

***West, David B.***
Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report.
ED 229 612

***West, Judy Ferguson***
Factors Important in Composing Legal Written Communication.
ED 229 751

***West, Leo***
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982).
ED 230 424

***Wetzel, C. Douglas***
Influence of Fallible Item Parameters on Test Information During Adaptive Testing.
ED 230 590

***White, John H.***
A Field Study on a Bonus Program to Reduce Teacher Absenteeism.
ED 229 869

***Whitlock, Roger***
Writing in the Introductory Literature Class.
ED 229 785

***Whitted, Brooke R.***
Interagency Cooperation: Miracle or Mirage? A Study of Interagency Cooperation in the Delivery of Special Education and Related Services.
ED 229 997

***Wiersma, William***
Assessment of Teacher Performance: Constructs of Teacher Competencies Based on Factor Analysis of Observation Data.
ED 230 586

***Wiggins, Thomas***
Occupational Stressors and Administrative Role in Educational Organizations.
ED 229 874

***Wightman, Lawrence E.***
A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81.
ED 230 560

***Wild, Cheryl L.***
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230 563

***Wilkens, Joseph [illegible]***
Spanish for Peace Corps Volunteers in Specialized Technical Jobs.
ED 230 017

***Wilkins, Lee***
Humankind, Nature and the New Journalism: A Return to the Mythopoeic.
ED 229 798

***Williams, Allan S.***
Some Notes on Reduction in Force.
ED 229 868

***Williams, Dick L.***
Using the Discussion Group Technique in the ESL Conversation Class.
ED 230 022

***Williams, Eugenie***
Environmental Education Manual. Teacher's Guide to Environmental Education.
ED 230 436

***Williams, Martha***
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 485

***Wilson, Bruce L.***
Effect of Task and Authority Structures on Student Task Engagement.
ED 230 416

***Wilson, Jan***
Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 189

***Wilson, Margaret R.***
Marital Adjustment: A Multivariate Look at Predictors.
ED 229 678

***Windram, Kendall***
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 398

***Winitz, Harris, Ed.***
Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences. Volume 379.
ED 230 042

***Winkler, John D.***
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds.
ED 230 194

***Wirt, Frederick M.***
The Political World of Urban Executives: A Test of the Democratic Paradigm.
ED 229 828

***Wischropp, Theodore W.***
Training Manual for Experienced ABE/GED Instructors.
ED 229 550

***Wisniewski, Richard***
The Scholarly Ethos in Schools of Education.
ED 230 600

***Wolf, Fredric M.***
A Meta-Analytic Evaluation of an Interpersonal Skills Curriculum: Accumulating Evidence Over Successive Occasions.
ED 230 149

***Wolfe, Barbara***
Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling.
ED 229 516

***Wolfle, Lee M.***
Effects of Higher Education on Ability for Blacks and Whites.
ED 230 148
Postsecondary Educational Attainment among Whites and Blacks.
ED 230 142

***Woloszyk, Carl A.***
Cooperative Education. Information Series No. 253.
ED 229 578

***Womack, Miriam L.***
Trade and Industry in History. National History Day, 1982.
ED 230 464

***Wonacott, Michael E.***
Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No. 64.
ED 229 572

***Wormuth, Deanna R.***
Freeing the Language Learner: The How and Why of a More Powerful Vocabulary.
ED 230 039

***Worthington, Robert M.***
National Perspective on Cooperative Education.
ED 229 652
The Federal Government's Perspective for Funding Consumer Education.
ED 229 640
The Significance of Vocational-Technical Education in World-Wide Development.
ED 229 639

***Wresch, William***
Essay Writer: A Program to Help Students through the Writing Process.
ED 229 792

***Wright, David***
1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data.
ED 229 672

***Wright, Paul***
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82.
ED 230 473

***Wulfemeyer, K. Tim***
Anonymous Attribution in "Time" and "Newsweek": Frequency and Form.
ED 229 796
The Effects of Actualities on the Recall of and Interest in Radio Newscasts.
ED 229 797

***Yap, Kim Onn***
Effects of Instructional Setting and Approach in Compensatory Education: A Statewide Analysis.
ED 230 645

***Yeargan, Dollye R.***
A Factor-Analytic Study of Adaptive Behavior and Intellectual Functioning in Learning Disabled Children.
ED 229 913

***Yorozuya, Ryuichi***
Evaluation of Oral Fluency in English as a Foreign Language.
ED 230 018

***Young, Michael***
A Telephone Survey of Community Attitudes Toward Sex Education.
ED 230 495

***Young, Pamela R.***
Teacher Preparation for Mainstreaming: Small College Case Study.
ED 229 996

***Youngblood, Grace Strano***
Planning and Operating Group Homes for the Handicapped.
ED 229 642

***Younger, Robert***
Working with Chronically Dysfunctional Families.
ED 229 688

***Zadra, Phyllis***
The City University of New York Report on Child Care. Fall 1982.
ED 230 304

***Zalewski, Donald L., Ed.***
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3.
ED 230 175

***Zalinski, James***
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films.
ED 229 622

***Zarate, Marcisa***
Education of the Mexican American in the United States: Progress and Stalemate.
ED 230 352

***Zeitlin, Shirley, Ed.***
Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development. WESTAR Series Paper No. 14.
ED 229 937

***Zeitoun, Hassan Hussein***
Teaching Scientific Analogies: A Proposed Model.
ED 230 423

***Zetterberg, J. Peter, Ed.***
Evolution versus Creationism: The Public Education Controversy.
ED 230 421

***Ziv, Nina D.***
Peer Groups in the Composition Classroom: A Case Study.
ED 229 799

***Zoellner, Willita S.***
Alabama Teacher Supply-Demand for 1983-1984.
ED 230 532

***Zuberi, Habib***
Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97.
ED 230 323

***Zukow, Patricia Goldring***
The Relationship between Interaction with the Caregiver and the Emergence of Play Activities During the One-Word Period.
ED 230 307

***Zwink, Timothy A.***
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.
ED 230 522

***Ability Identification***
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13. ED 230 6

***Absenteeism (Employee)***
When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care. ED 230 2

***Abstract Reasoning***
Preschool Children's Learning of Concepts at Four Levels of Abstraction. ED 230 3

***Abstracts***
Resources in Education (RIE). Volume 18, Number 10. ED 229 5

***Academic Ability***
Individual Differences in Children's Ability to Profit from Pictur Adjunct Aids. ED 230 5

***Academic Achievement***
Achievement Locus of Control of Hispanic and Anglo High School Students. ED 230 3
Children with Spina Bifida: Why Do They Fail in School? ED 229 9
Development of a Program Specific Locator Test. Final Report. ED 229 5
Effects of Interdisciplinary Team Teaching. Research Synthesis. ED 230 5
Effects of Questions and Instructions on Learning from Text. ED 229 6
Fall 1979 Transfer Study. Report 3: Second Year Persistence and Achievement. ED 230 2
First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central State University. ED 230 1
Hispanics' Education and Background: Predictors of College Achievement. ED 230 6
Impact of a Major National Evaluation Study: Israel's Van Leer Report. ED 230 6
Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Projec (COMP). ED 230 0
National Assessment of Educational Progress. ED 230 5
One-Parent Families and Educational Disadvantage. Working Paper No 4. ED 229 6
Productive Factors in School Learning: A Quantitative Synthesis of National Assessment Studies. ED 230 5
Relaxation/Covert Rehearsal for Problematic Children. ED 230 2
School Characteristics Related to Student Academic Growth. ED 230 6
The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time. ED 230 5
The Impact of Selected Academic Curricular Variables on Achievemen and Graduation of Open Admissions Students at an Urban Community College. ED 230 2
The Role of Community Colleges in Preparing Students for Transfer Four-Year Colleges and Universities: The Maryland Experience. ED 230 2
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51. ED 230 6

***Academic Advising***
Task Force on Undergraduate Education, June 1, 1981. Final Report. ED 230 1
The Recruitment and Retention Patterns of Hispanic American Women College. ED 230 1

***Academic Aptitude***
Hispanics' Education and Background: Predictors of College Achievement. ED 230 6
Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14 1981-December 14, 1982. ED 229 7
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes. ED 230 6

***Academic Aspiration***
Educational and Occupational Orientations of Young Hispanic Women the Brownsville, Texas, Area. ED 230 2

***Academic Failure***
Achievement Locus of Control of Hispanic and Anglo High School Students. ED 230 3
The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis. ED 229 8

***Academic Freedom***
The Tenure Drum: An Investigation of Ritual Violence in the Modern University. ED 230 1

***Academic Libraries***
Library Statistics of Colleges and Universities. Summary Data 1979 ED 230 2

***Academic Persistence***
A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 1974 the Florida State University. ED 230 1
Fall 1979 Transfer Study. Report 3: Second Year Persistence and Achievement. ED 230 2
First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central State University. ED 230 1
Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Projec (COMP). ED 230 0
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project. ED 230 1
The Recruitment and Retention Patterns of Hispanic American Women College. ED 230 1

***Academic Probation***
The Impact of Selected Academic Curricular Variables on Achievemen and Graduation of Open Admissions Students at an Urban Community College. ED 230 2

***Academic Rank (Professional)***
The Politics of Basic Writing: Program Administration. ED 229 7

***Academic Standards***
National Task Force to Redefine the Associate Degree: A Preliminar Presentation. ED 230 2
Questions and Answers Concerning the Higher Education Provisions o the RAISE Bill (Senate Bill 357). ED 230 2
Remedial Education in California's Public Colleges and Universitie Campus Perspectives on a Serious Problem. ED 230 2
Remedial Education in College: The Problem of Underprepared Students. ED 230 1

***Academically Gifted***
Maps as Schema for Gifted Learners. ED 229 9
Project Eureka: A Program for the Academically Gifted. ED 229 9

***Accents***
Suggestions for Confronting Pronunciation in ESL. ED 230 0

***Access to Education***
Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Supplement to the Report from Phase II of the Commission's Respons to Assembly Concurrent Resolution 81. Commission Report No. 82-41. ED 230 0
Education of the Mexican American in the United States: Progress a Stalemate. ED 230 3
Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised. ED 230 3
Experiential Plus: A Multiple Purpose Foundations Course. ED 230 4
Higher Education Opportunities for Minorities and Women: Annotated Selections--1982 Edition. ED 230 1
Student Charges, Student Financial Aid, and Access to Postsecondar Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40. ED 230 0
The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980. ED 230 1
The Use, Misuse, and Non-Use of Policy Research: Student Financial Aid. ED 230 1
What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered. ED 229 8

***Accessibility (for Disabled)***
Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth. ED 229 5
Counselors. Career Planning and Vocational Programming for Handicapped Youth. ED 229 6
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973. ED 229 5
Management and Resources Handbook on Program Accessibility. Second Edition. ED 229 5
Parents. Career Planning and Vocational Programming for Handicappe Youth. ED 229 6
Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth. ED 229 5
Principals. Career Planning and Vocational Programming for Handicapped Youth. ED 229 5
Psychologists. Career Planning and Vocational Programming for Handicapped Youth. ED 229 6
Student Evaluation Personnel. Career Planning and Vocational Programming for Handicapped Youth. ED 229 6
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth. ED 229 6
Teachers. Career Planning and Vocational Programming for Handicapp Youth. ED 229 6

***Accountability***
Accountability Uses of a Statewide Compensatory Education Program Evaluation. ED 230 6
Linking Testing and Evaluation with School District Instructional Programs. ED 230 6
Six Years of Title I Evaluation Technical Assistance: Past Strategies and Measurement of Effectiveness. ED 230 6
Staff Development: A Mutual Accountability Model. The New Albany, Mississippi Plan. ED 230 5
The 'I and We' of Accountability: An Example of Meta-Evaluation in Educational Administration. ED 229 8

***Accounting***
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators. ED 229 5
Client Oriented Management Documents. ED 229 7

***Accreditation (Institutions)***
Research on SACS: Does Accreditation Really Matter? ED 229 8

***Acculturation***
Different People: Studies in Ethnicity and Education. ED 230 4
Teaching America: East European Jewish Immigrants and the Public School Curriculum in Turn-of-the-Century New York City. ED 230 6
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diver Students. Final Report. Revision. ED 230 6

***Achievement***
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic Paper 82. ED 230 4

***Achievement Gains***
Bronx Multidiscipline Special Education Bilingual Program. E.S.E.A Title VII Annual Evaluation Report, 1981-82. ED 230 6
Effects of Instructional Setting and Approach in Compensatory Education: A Statewide Analysis. ED 230 6
Linking Testing and Evaluation with School District Instructional Programs. ED 230 6
Park West High School "At Your Service". O.E.E. Evaluation Report, 1981-1982. ED 230 6
Project Esperanza. E.S.E.A. Title VII Annual Evaluation Report, 1981-82. ED 230 6
Project TRABAJO and Individualized Bilingual Education for Childre with Retarded Mental Development. E.S.E.A. Title VII and Chapter 720 Annual Evaluation Report, 1980-81. ED 230 6
Thomas Jefferson High School Effective Transition of the Bilingual and Bicultural Student to Senior High School. O.E.E. Evaluation Report, 1981-1982. ED 230 6
Walton High School Bilingual Basic Skills Through Interdisciplinar Career Orientation. O.E.E. Evaluation Report, 1981-1982. ED 230 6
William H. Taft High School Project Adelante. O.E.E. Evaluation Report, 1981-1982. ED 230 6

***Achievement Need***
Risk Preference and Diagnosticity. ED 229 7

***Achievement Tests***
Effects of Higher Education on Ability for Blacks and Whites. ED 230 1
Item Bias Detection and Item Writing Technology. ED 230 5
Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II. ED 230 5
Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV. ED 230 5
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diver Students. Final Report. Revision. ED 230 6

***Acoustic Phonetics***
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for I Investigation, and Practical Applications, January 1-March 31, 198 ED 229 8

***Acoustical Environment***
The Sounds and the Music: Phenomena of Creativity and Routine in t Kindergarten. ED 230 2

***Acting***
The Critique Circle: A Technique for Teaching Oral Performance Criticism. ED 229 8

***Action Research***
Action Research in a University Laboratory School: An Interview Study. ED 230 6
The W.A. Peer Process Consultancy Project: Action Research as Inse for Principals. ED 229 8

***Actualization of Mainstream Experience Skil***
Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82. ED 229 9

***Adapted Physical Education***
Adapted Physical Education: Resource Manual. ED 229 9
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982). ED 230 4
Psychomotor Assessment of the Severely Handicapped Individual. ED 229 9
The Adaptive Physical Education Program: Its Design and Curriculum ED 229 8

***Adaptive Behavior (of Disabled)***
A Factor-Analytic Study of Adaptive Behavior and Intellectual Functioning in Learning Disabled Children. ED 229 9
Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82. ED 229 9
Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior). ED 229 8

***Adaptive Testing***
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2. ED 230 6
Influence of Fallible Item Parameters on Test Information During Adaptive Testing. ED 230 5
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1. ED 230 6

***Adhesion Bonding***
Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education. ED 229 5

***Adjunct Aids***
Individual Differences in Children's Ability to Profit from Pictur Adjunct Aids. ED 230 5

***Adjustment (to Environment)***
Ambiguity and Role Transition in the Post-Divorce Family: A Symbol Interactional Approach to Role Adjustment. ED 229 6
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies. ED 229 6
Marital Adjustment: A Multivariate Look at Predictors. ED 229 6
Stress and Children: A Theoretical Overview. ED 230 5
What to Do When the Smoke Clears: Stage I and Stage II Planning wi Asian Refugees. ED 230 6

***Administration***
Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3. ED 230 4

***Administrative Organization***
Principals: Utilizing the Special Education Resources We Have. ED 229 9
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools. ED 230 3

***Administrative Policy***
Some Issues in Pre-School Education. ED 230 2
The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eigh Congress, First Session. Serial E. ED 230 4
Use of a Policy/Regulation Manual System in Public Higher Educatio ED 230 1

***Administrative Problems***
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 1: Identification and Program Planning. ED 229 9

***Administrator Attitudes***
A Study of Colorado's Four-Day School Week Program As It Relates t Utilization of School Facilities. ED 230 3
Differences in Role Expectations for Community College Faculty. ED 230 2
Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report. ED 229 5
Master Plan for Data Services. Report No. 82-1. ED 230 2
New Links Between General Education and Business Careers. Liberal Learning and Careers Series. ED 230 1
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys. ED 230 3
Use of a Policy/Regulation Manual System in Public Higher Educatio ED 230 1

***Administrator Education***
Essential Knowledges and Skills for Beginning Principals. ED 229 8
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1 (Second Edition). ED 229 8

***Administrator Guides***
Use of a Policy/Regulation Manual System in Public Higher Educatio ED 230 1

***Administrator Responsibility***
Effective Schools, Colleges, and Departments of Education: The Dea is the Key. ED 230 5
Essential Knowledges and Skills for Beginning Principals. ED 229 8
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1 (Second Edition). ED 229 8
Staff Development: A Mutual Accountability Model. The New Albany, Mississippi Plan. ED 230 5
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools. ED 230 3

***Administrator Role***
A Researcher Turned College President. ED 230 2
Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth. ED 229 5
Essential Knowledges and Skills for Beginning Principals. ED 229 8
Important Elements of Governance for a Small College. ED 230 1
Occupational Stressors and Administrative Role in Educational Organizations. ED 229 8
Principals. Career Planning and Vocational Programming for Handicapped Youth. ED 229 5
Some Notes on Reduction in Force. ED 229 8
The School Improvement Program in Victoria, or, How to Play the Ne *Game*. ED 229 8

***Administrators***
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7. ED 229 8
Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17 ED 230 0
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1 (Second Edition). ED 229 82
Salaries Paid Professional Personnel in Public Schools, 1982-83. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 84
Scheduled Salaries for Professional Personnel in Public Schools, 1982-83. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 84
The Political World of Urban Executives: A Test of the Democratic Paradigm. ED 229 82
The School Improvement Program in Victoria, or, How to Play the Ne Game. ED 229 83
Update Management Compensation. ACCCA Management Report, 1982-3/3. ED 230 2
Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981. ED 230 0

***Admission Criteria***
A Survey: College Credit and Other Related ESL Issues. ED 230 02
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data. ED 230 52
The Organization and Structure of Teacher Education in the Republi of China. ED 230 49

***Adolescent Development***
Basic Stuff Series Index. and Using Basic Stuff in the Teacher Preparation Program. ED 230 54
Understanding Adolescence: Issues and Implications for Effective Schools. ED 229 60

***Adolescents***
Parental Power and Behaviors as Antecedents of Adolescent Conformity. ED 229 70
Teenage Pregnancy: A Critical Family Issue. ED 230 64
Understanding Adolescence: Issues and Implications for Effective Schools. ED 229 60

***Adult Basic Education***
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program". ED 229 56
Determining Maintenance of Achievement from ABE Programs. ED 229 56
Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching. ED 229 55
Project Access: ABE & GED Instruction and Testing for Sight and Muscular Handicapped Persons. (A 310 Project, 7-1-81 to 6-30-82). ED 229 57
Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82. ED 229 63
Training Manual for Experienced ABE/GED Instructors. ED 229 55

***Adult Children***
Filial Crisis among the Adult Children of the Elderly. ED 229 71

***Adult Counseling***
Operation Bridge. A Final Report. Book 1. ED 229 55

***Adult Development***
Psychology of Aging in America: A Historical Account of Theoretical Developments. ED 229 71

***Adult Education***
Adult Education. ED 229 50
Employability Skills System Program. A Final Report. ED 229 55
Exemplary Programs for Adults. A Resource of Exemplary Adult Education Programs Selected by the DNAE Advisory Panel. ED 230 02
If Professors Are Adults. ED 230 15
The Federal Government's Perspective for Funding Consumer Educatio ED 229 64
The Study Circle: A Practical Scandinavian Pedagogy. ED 229 59

***Adult Educators***
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education. ED 229 63
Operation Bridge. A Final Report. Book 1. ED 229 55

***Adult Learning***
How Older Dogs Learn: Adults and Language Learning. ED 230 02
Structuring an Adult Learning Environment. Part IV: Establishing an Environment for Problem Solving. ED 229 54
The Collaborative Mode in Adult Education: A Literature Review. ED 229 53

***Adult Literacy***
Determining Maintenance of Achievement from ABE Programs. ED 229 56

***Adult Programs***
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report . ED 229 56

***Adult Students***
Strengthening College/Company Cooperation: An Ohio Perspective. ED 230 07
The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities. ED 230 07

***Adult Vocational Education***
Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report. ED 229 53

***Adults***
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyda Logical Problems? ED 229 70

***Advance Organizers***
Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation. ED 230 27
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children. ED 230 30
Preschool Children's Learning of Concepts at Four Levels of Abstraction. ED 230 31

***Advanced Courses***
Advanced Spanish Language Classes--The Semester Approach. ED 230 05

***Advanced Placement***
Granting Credit for College Proficiency and Regents External Degree Examinations in New York State: A Summary of Institutional Policies 1981-82. ED 230 11

***Advanced Students***
Cooperative Activities between High Schools and Colleges. ED 230 12

***Adventitious Impairments***
Injuries to the Young Athlete. ED 230 54

***Adventure Education***
Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers. ED 230 34

***Advertising***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress, Second Session, on S 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the American Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes ED 229 68

***Aerobic Digestion***
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook. ED 230 39

***Affirmative Action***
The Core Student Affirmative Action Program at the California State University. A Second Review. ED 230 09

***Africa***
Study on the Development of Museums for Improved Integration of the Cultural Heritage into the Education System in French-Speaking African Countries. ED 230 45
Subregional Seminar on the Use of the Cultural Heritage in Educatio (Freetown, Sierra Leone, Africa, September 29-October 3, 1980). Final Report. ED 230 45
Trends in Innovation: Basic Education in Africa. ED 230 45

***African Culture***
Subregional Seminar on the Use of the Cultural Heritage in Educatio (Freetown, Sierra Leone, Africa, September 29-October 3, 1980). Final Report. ED 230 45

***Age***
Five-Year Credit Enrollment Projections by Age Cohort Groups. Harford Community College, Fall Semesters, 1983-1987. ED 230 26

***Age Differences***
Age, Ethnicity and the Factorial Invariance of Morale. ED 229 67
An Exploratory Study of the Social Interactions of a Two-Year-Old Child. ED 230 29
Changes in Friendship During a School Year. ED 230 29
Developmental Changes in Metaphor Comprehension: It's Not All Uphill. ED 230 29
The Effects of Recency and Story Content on Children's Moral Judgments. ED 230 29
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51. ED 230 60

***Age Discrimination***
Older Workers: What Voc Ed Can Do. Information Series No. 256. ED 229 58

***Age Groups***
Developmental Changes in Metaphor Comprehension: It's Not All Uphill. ED 230 29

***Agency Cooperation***
Interagency Cooperation: Miracle or Mirage? A Study of Interagency Cooperation in the Delivery of Special Education and Related Services. ED 229 99
State Implementation Grant for Preschool Handicapped Children. Fina Report, September 1, 1981 to August 31, 1982. ED 229 92

***Agency Role***
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973. ED 229 55
Strategies for Change. ED 229 93
Working Together: Strategy for Race Relations in Ontario. ED 230 66

***Aging (Individuals)***
"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982). ED 230 31
Is Growing Old Inevitable? A Systems Perspective to Biological Changes and Educational Priorities in Later Adulthood. ED 230 52
Psychology of Aging in America: A Historical Account of Theoretical Developments. ED 229 71
Social Integration in Planned Retirement Communities. ED 229 70
The Effects of Aging on Motor Performance. ED 230 48

***Agricultural Education***
Comparing and Contrasting Master of Agriculture and Master of Science Alumni. ED 230 13
Energy Management Lesson Plans for Vocational Agriculture Instructors. ED 229 53
Ground to Grits. Scientific Concepts in Nutrition/Agriculture. ED 229 62
Proceedings of the Annual National Agricultural Education Research Meeting (9th, St, Louis, Missouri, December 3, 1982). ED 229 51
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume I. Bulletin 1690-I. ED 229 62
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume II. Bulletin 1690-II. ED 229 62
Vocational Agriculture I Basic Core. Section C--Supervised Experience Programs. ED 229 53

***Agricultural Engineering***
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume II. Bulletin 1690-II. ED 229 62

***Air Pollution***
Environmental Education Manual. Teacher's Guide to Environmental Education. ED 230 43

***Air Transportation***
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World. ED 230 38
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World. ED 230 38

***Alabama***
Alabama Teacher Supply-Demand for 1983-1984. ED 230 53

***Alaska***
Frozen and Forgotten: Stress among Alaskan Bush Teachers. ED 230 53
Learning the New Way: Giving and Taking Instruction by Telecommunications. ED 230 00

***Alaska Natives***
Frozen and Forgotten: Stress among Alaskan Bush Teachers. ED 230 53

***Alberta***
A Comparative Analysis of Selected Designated Community Schools and Non-Designated Schools in Alberta. Executive Summary. ED 229 85
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery. ED 229 98
Study of School Programs for Alberta Natives. Executive Summary. ED 230 33
Study of School Programs for Alberta Natives. Inventory. ED 230 33
Study of School Programs for Alberta Natives. Technical Report. ED 230 33

***Albuquerque Integration Outreach Project***
Albuquerque Integration Outreach Project. Final Performance Report, July 1, 1981-June 30, 1982. ED 229 88
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D. ED 229 88

***Alcoholism***
Marital and Family Therapy for Alcohol Problems. ED 229 70

***Algebra***
Time/Learning Relationships in Secondary Schools: A Research Report ED 229 85

***Allied Health Occupations***
The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions. ED 229 53

***Allied Health Occupations Education***
A Secondary Curriculum Guide for Health Occupations Education in Washington State. ED 229 58
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment. ED 230 11
Anatomy and Physiology. Module No. IV. Health Occupations Education II. ED 229 66
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education. ED 229 58
Career Exploration. Module No. II. Health Occupations Education II. ED 229 65
Geriatric Care. Module No. V. Health Occupations Education II. ED 229 66
Health Occupations Education II. Instructor's Manual. ED 229 65
Introduction to Health Occupations Education II. Module No. I. Health Occupations Education II. ED 229 65
Microscope. Module No. VI. Health Occupations Education II. ED 229 66
Practical Nursing. Volume II. Health Occupations Education. Revised ED 229 54
Safety. Module No. III. Health Occupations Education II. ED 229 65

***Altruism***
Mother-Child Interaction, Comprehension of Emotion, and Sharing Behavior in Toddlers. ED 230 29

***Alumni***
Comparing and Contrasting Master of Agriculture and Master of Science Alumni. ED 230 13
Passport to Successful Alumni Travel Programs. Revised Edition. ED 230 16

***Ambiguity***
Employee Network Propensity as a Function of Perceived Job Satisfaction, Ambiguity Tolerance, and Locus of Control. ED 229 81

***American Indian Culture***
A Utah Navajo History = Dineji Nakee' Naahane' ED 230 34
Overview of the American Indian Archeology in the Middle School Project. ED 230 47

***American Indian Education***
American Indian Education Handbook. ED 230 32
Educational Pluralism and the Native American Student. ED 230 32
Study of School Programs for Alberta Natives. Executive Summary. ED 230 33
Study of School Programs for Alberta Natives. Technical Report. ED 230 33
The Education North Evaluation Project. Final Report. ED 230 34
Tokatakiya: A Self Study of Oglala Sioux Community College. ED 230 23

***American Indian History***
A Utah Navajo History = Dineji Nakee' Naahane' ED 230 34
American Indian Education Handbook. ED 230 32
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture. ED 230 34
The American Indian Social Studies Curriculum Activity Guide, Grades 7-8. ED 230 31
The American Indian Social Studies Curriculum Activity Guide, Grades 9-12. ED 230 31

***American Indian Languages***
Overview of the American Indian Archeology in the Middle School Project. ED 230 470

***American Indian Studies***
American Indian Education Handbook. ED 230 32
Overview of the American Indian Archeology in the Middle School Project. ED 230 470
The American Indian Social Studies Curriculum Activity Guide, Grades 7-8. ED 230 31
The American Indian Social Studies Curriculum Activity Guide, Grades 9-12. ED 230 31

***American Indians***
"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982). ED 230 31
Higher Education Opportunities for Minorities and Women: Annotated Selections--1982 Edition. ED 230 12
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980. ED 230 33
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981. ED 230 33
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982. ED 230 33

***American Sign Language***
Investigations of Cognitive Strategies and Cognitive Flexibility in Hearing Impaired Children. Final Report. ED 229 88

***American Sociological Association***
A History of the American Sociological Association, 1905-1980. ED 230 46

***Amnesty***
Amnesty in the New York Times: A Quantitative Case Study. ED 230 48

***Anaerobic Digestion***
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook. ED 230 39
Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook. ED 230 397

***Analogical Reasoning***
Some Prerequisites in Learning to Solve Figural Analogy Problems. ED 230 28

***Analogies***
Teaching Scientific Analogies: A Proposed Model. ED 230 42

***Analysis of Variance***
Allocating Sample Material to Increase the Precision of a Priori Contrasts. ED 230 61

***Anatomy***
Anatomy and Physiology. Module No. IV. Health Occupations Education II. ED 229 66
Health Occupations Education II. Instructor's Manual. ED 229 65

***Ancillary School Services***
A Comprehensive Program for Handicapped Students at the Two-Year College. ED 230 23

***Anglo Americans***
Achievement Locus of Control of Hispanic and Anglo High School Students. ED 230 35
The Hispanicization of the United States. ED 230 34

***Animals***
Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452. ED 230 44

***Animism***
A Constructive Alternativist View of Children's Science. ED 230 36

***Anonymous Attribution***
Anonymous Attribution in "Time" and "Newsweek": Frequency and Form. ED 229 79

***Anti Semitism***
Report to the Governor's Task Force on Violence and Extremism with Executive Summary . ED 230 63
Teaching the Holocaust at a Two-Year Public College. ED 230 22

***Antisocial Behavior***
Informally Inviting Moral Development: Teacher Perception and Behaviour Regarding the Handling of Moral Transgressions. ED 230 51

***Aphasia***
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing. ED 229 79

***Apprenticeships***
National Apprenticeship and Training Standards for Carpentry. Revised. ED 229 61

***Approval Needs***
In Futile Pursuit: Rejecting Mothers and Their Approval-Seeking Daughters. ED 229 69

***Aptitude Tests***
Aptitude Scores of Guidance Counselors. Technical Report 1982-1. ED 230 565
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981. ED 230 56

***Aptitude Treatment Interaction***
Reading Achievement and English Language Proficiency in the California Assessment Program Sixth Grade Test. ED 230 59

***Aquariums***
Aquatic Activities for Youth. ED 230 43

***Archaeology***
Overview of the American Indian Archeology in the Middle School Project. ED 230 470

***Architecture***
1982-1983 Update. The Sourcebook. Learning by Design. ED 230 41

***Arizona (Phoenix)***
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diverse Students. Final Report. Revision. ED 230 620

***Arkansas***
A Telephone Survey of Community Attitudes Toward Sex Education. ED 230 495
Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3. ED 230 129
On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1982. Report 82-2. ED 230 128

***Armed Forces***
Implementing Army Training Programs: Translating Model into Action. ED 230 591

***Art Activities***
Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980). ED 229 946

***Art Education***
Functional Art Therapy for the Severely Handicapped. ED 229 947
The Arts and Gifted/Talented Education Leadership Training Institute (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980). ED 229 939

***Art Films***
Portrait of an Art Film Audience. ED 229 801

***Art Therapy***
Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980). ED 229 946
Functional Art Therapy for the Severely Handicapped. ED 229 947

***Articulation (Education)***
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report. ED 230 240
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators. ED 229 531
Cooperative Activities between High Schools and Colleges. ED 230 122
High School to College Transition. Planning Issue Paper No. 3 (Revised). ED 230 133

***Articulation (Speech)***
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1983. ED 229 816

***Artificial Intelligence***
Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems. ED 230 186

***Arts in Education Project***
The Arts and Gifted/Talented Education Leadership Training Institute (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980). ED 229 939

***Asia***
Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982). ED 229 527

***Asian Americans***
Asian-American Audience Research and Public Broadcasting Programming. ED 230 651
Different People: Studies in Ethnicity and Education. ED 230 475

***Assembly (Manufacturing)***
Work Skills for Prevocational Training. ED 230 004

***Assessment of Basic Competencies***
Assessment of Basic Competencies: An Alternative to Intelligence Tests and A Training Manual. ED 229 943

***Assignments***
Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series. ED 229 649

***Associate Degrees***
National Task Force to Redefine the Associate Degree: A Preliminary Presentation. ED 230 229

***Associated Press***
The U.S. Government's Assistance to the AP's World-Wide Expansion: 1912-1948. ED 229 775

***Association (Psychology)***
Cognitive Structure of Technical Knowledge: A Free Association Methodology. ED 229 570

***Athletes***
Injuries to the Young Athlete. ED 230 544

***Athletic Coaches***
An Investigation of the Leadership Style of Selected Basketball Coaches. ED 230 509

***Athletics***
Injuries to the Young Athlete. ED 230 544
Nontraditional Games in a Foreign Environment. ED 230 528

***Atlanta Public Schools GA***
Emergency School Aid Act (ESAA) Magnet Program Evaluation (FY '81 and FY '82). Report No. 17-7. ED 230 658

***Atlases***
A Michigan Carto-Bibliography: An Annotated Guide to Sources Pertaining to Michigan Maps, Atlases, and Related Cartographic Materials. ED 230 482

***Attachment Behavior***
Two Generations of Mothers and Daughters: Role Status and Interdependence. ED 229 671

***Attendance Patterns***
Analysis of Migration Characteristics of Children Served Under the Migrant Education Program. Report to the Congress. ED 230 353
Behavioral Effects of Relaxation Training Among Rural Preadolescents. ED 230 340
Recent Graduates: A Study of Graduation Rates and Distinguishing Characteristics of CUNY Community College Career Program Completers. ED 230 252

***Attendance Records***
Computerizing Your Attendance System. ED 229 829

***Attention***
*Improving Audience Learning from Television News through* Between-Channel Redundancy. ED 229 777
Some Prerequisites in Learning to Solve Figural Analogy Problems. ED 230 281

***Attention Control***
A Study of the Interaction between Anxiety and Attention. ED 229 713

***Attitude Change***
A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change. ED 230 014
Creating Awareness: Special Needs Children in Family Day Care. ED 229 926
Inferring Attitudes from Behavior: Commitment, Attitudinal Implications, and Cognitive Responses. ED 229 665
The Impact of Gestalt Group Psychotherapy on Parents' Perceptions of Children Identified as Problematic. ED 229 669
The Process of Deciding "Not" to Become a Teacher. ED 230 515
Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2. ED 229 653

***Attitude Measures***
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7. ED 229 932
The Development of a Parent Attitudinal Questionnaire As a Measure of School Success. ED 230 587
The News Quality Index: An Instrument for Assessing Local TV News. ED 229 775

***Attitudes***
Connotations of Health Education Related Journals: A Factor Analytic Study. ED 230 517
Creating Awareness: Special Needs Children in Family Day Care. ED 229 926
Mathematics Achievement and Attitude Productivity in Junior High School. ED 230 394

***Attribution Theory***
Sequential Information Presentation, Behavioral Expectations, and the Observer Bias. ED 229 682
Verbal Self-Instruction for the Mentally Retarded: The Missing Link. ED 230 016
Young Peoples' Attributions for Successful or Unsuccessful Learning at Worksites. ED 229 556

***Audience Analysis***
An Adaptation of Constructive Alternativism as Theory for Audience Analysis. ED 229 800
Portrait of an Art Film Audience. ED 229 801
The News Quality Index: An Instrument for Assessing Local TV News. ED 229 775

***Audience Awareness***
Autobiography and Audience. ED 229 786
Inner-Tennis Principles Applied to Writing. ED 229 787
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences. ED 229 756
Schooling and the Composing Process. ED 229 795
The Influence of Audience on the Assessment of Student Writing. ED 229 760

***Audience Research***
Researching the Film Audience: Purposes, Procedures, and Problems. ED 229 814

***Audience Response***
An Adaptation of Constructive Alternativism as Theory for Audience Analysis. ED 229 800
The Effects of Actualities on the Recall of and Interest in Radio Newscasts. ED 229 797

***Audiences***
Attracting Minority Audiences to Public Television. ED 230 655
Consumer Response to Arts Offerings: A Study of Theater and Symphony in Four Southern Cities. ED 230 450
Portrait of an Art Film Audience. ED 229 801
Researching the Film Audience: Purposes, Procedures, and Problems. ED 229 814

***Audiolingual Methods***
Spanish for Peace Corps Volunteers in Specialized Technical Jobs. ED 230 017

***Audiotape Cassettes***
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175. ED 230 177

***Audiotape Recorders***
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175. ED 230 177

***Audiotape Recordings***
Comparative Effectiveness of Group Slide/Tape versus Individual Programmed Instruction in Sophomore Library Instruction. ED 230 179

***Audiovisual Aids***
A Case Study on Educational Materials and Media in Japan. ED 230 195
Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project No. P/24/1. ED 230 172
New Jersey Mediagraphy. ED 230 188

***Audiovisual Instruction***
Four Principles for Designing Instructions. ED 229 616

***Auditory Perception***
Short-Term Memory for Auditory Sequences and Reading Skill. ED 229 739

***Auditory Stimuli***
The Effects of Actualities on the Recall of and Interest in Radio Newscasts. ED 229 797

***Aural Learning***
Outline for Remediation of Problem Areas for Children with Learning Disabilities. Revised. = Bosquejo para la Correccion de Areas Problematicas para Ninos con Impedimientos del Aprendizaje. ED 229 922

***Australia***
Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools. ED 229 843
Divorce in Australia. Working Paper No. 5. ED 229 692
Education and Local Development in Australian Rural Areas. Research Study No. 74. ED 230 325
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report. ED 2[illegible]0
One-Parent Families and Educational Disadvantage. Working Paper No. 4. ED 229 693
The Empty Set and Teaching Educational Administration: An Australasian Dreaming. ED 229 834
The Minicourse Approach: What It Is and How It Works. ED 230 093

***Australia (Tasmania)***
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73. ED 230 324

***Australia (Victoria)***
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge). ED 230 333
The 'I and We' of Accountability: An Example of Meta-Evaluation in Educational Administration. ED 229 837
The School Improvement Program in Victoria, or, How to Play the New Game. ED 229 835

***Australia (Western Australia)***
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983. ED 229 547
The W.A. Peer Process Consultancy Project: Action Research as Inset for Principals. ED 229 836

***Australian Second Language Proficiency Rati***
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR). ED 230 025

***Authoritarianism***
An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice. ED 230 499

***Autism***
Parent Involvement in the Treatment of Disturbed Preschoolers. ED 229 982
Teaching Beginning Mathematics to Students with Retardation, Autism, and Learning Disabilities. ED 229 973
The Role of Aversive Behavioral Interventions in the Treatment of Preschool-Aged Autistic Children: Effects and Side Effects. ED 229 959

***Autobiographies***
Autobiography and Audience. ED 229 786

***Autoinstructional Aids***
Teaching and Learning a Foreign Language via Tele(Video)phone: A Futuristic Mini-Computer Design. ED 230 051

***Automaticity Training***
A Componential Approach to Training Reading Skills. Final Report.
ED 229 727
***Automation***
High Technology in the Manufacturing Sector of the Toledo Economy.
ED 229 589
***Avoidance Behavior***
Avoidance Strategies in Intimate Relationships.
ED 229 698
***Awards***
Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.
ED 230 080
***ACT Assessment***
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data.
ED 230 520
***Baby Boom***
The Major Impacts of the Baby Boom upon American Life, 1945-2050.
ED 230 478
***Barbados***
Environmental Education Manual. Teacher's Guide to Environmental Education.
ED 230 436
***Basal Reading***
How are Senior Citizens Portrayed in Basal Readers?
ED 229 742
Materials Centered Reading Instruction: A Naturalistic Study of a Summer School Reading Program.
ED 229 719
Poetry Instruction: Do Basals Follow Recommended Procedures?
ED 229 755
***Basic Skills***
Development of a Program Specific Locator Test. Final Report.
ED 229 595
Integrating Cognitive Development and the Basic Skills.
ED 229 725
Preparing for the Undergraduate Core Curriculum.
ED 230 131
Project Basic Test Interpretation.
ED 230 597
Survey of Basic Skills: Grade 3 and Grade 6 - 1982. School Report for John M. Gomes Elementary. California Assessment Program.
ED 230 610
Technical Works for Basic Skills Assessment Programs. Final Report.
ED 230 628
The Politics of Basic Writing: Program Administration.
ED 229 784
Trends in Innovation: Basic Education in Africa.
ED 230 454
***Basic Writing***
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences.
ED 229 756
The Politics of Basic Writing: Program Administration.
ED 229 784
***Basketball***
An Investigation of the Leadership Style of Selected Basketball Coaches.
ED 230 509
***Bay Area Writing Project***
Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 576
***Bayesian Adaptive Ability Testing***
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.
ED 230 615
***Bayesian Statistics***
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 627
***Bayley Mental Development Index***
What Are We Testing? A Cross-Cultural Comparison of Infant Competence.
ED 230 309
***Beginning Principals***
Essential Knowledges and Skills for Beginning Principals.
ED 229 873
***Beginning Reading***
Parent Involvement in the Primary Reading Curriculum: One Approach.
ED 229 733
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1983.
ED 229 816
Tracking Emergent Reading Behaviors through Storybook Re-Enactments.
ED 229 722
***Beginning Teachers***
Entry-Year Assistance Committee: A Support System for Beginning Teachers.
ED 230 511
The New Florida Beginning Teacher Program.
ED 230 552
***Behavior Change***
A Counselling Approach to Punishment of Children: A Review.
ED 230 291
Behavioral Effects of Relaxation Training Among Rural Preadolescents.
ED 230 340
The Role of Aversive Behavioral Interventions in the Treatment of Preschool-Aged Autistic Children: Effects and Side Effects.
ED 229 959
***Behavior Development***
Helping Youth Become More Responsible.
ED 229 558
***Behavior Disorders***
Guidelines for Working with Clients/Students Who Engage in Disruptive-Aggressive Behavior and/or Have Adaptive Behavior Deficits.
ED 229 965
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 1: Identification and Program Planning.
ED 229 948
The Effects of PL 94-142 on School Services to Adolescents with Behavior Disorders in Illinois.
ED 229 972
***Behavior Modification***
A Comparative Evaluation of Three Relaxation Training Procedures.
ED 230 555
Affective Management Strategies for Behavior Disordered Students--Elementary and Secondary Levels.
ED 229 993
Marital and Family Therapy for Alcohol Problems.
ED 229 701
Parent Involvement in the Treatment of Disturbed Preschoolers.
ED 229 982
Relaxation/Covert Rehearsal for Problematic Children.
ED 230 287
The Portsmouth Project (KIDS); A Successful Model Mainstream Program for Emotionally Handicapped Adolescents in Public Secondary Schools.
ED 230 015
The Use of Restitution and Time-Out for Destructive Behavior in Emotionally Disturbed Children.
ED 229 969
***Behavior Patterns***
Avoidance Strategies in Intimate Relationships.
ED 229 698
Behavioral Indices of Raters' Cognitive Processing in Performance Appraisal.
ED 229 670
Organizational Grapevines: A State-of-the-Art Review.
ED 229 810
Tracking Emergent Reading Behaviors through Storybook Re-Enactments.
ED 229 722
***Behavior Problems***
Behavioral Effects of Relaxation Training Among Rural Preadolescents.
ED 230 340
Project to Explore the Possibility of a Connection between a Family History of Diabetes Mellitus and School Learning and/or Behavior Problems in Students in Grades One to Eight.
ED 229 901
Relaxation/Covert Rehearsal for Problematic Children.
ED 230 287
***Behavior Rating Scales***
Guidelines for Working with Clients/Students Who Engage in Disruptive-Aggressive Behavior and/or Have Adaptive Behavior Deficits.
ED 229 965
***Behavior Standards***
An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice.
ED 230 498
An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 499
Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives for Successful Schooling Practice.
ED 230 500
Introduction to Health Occupations Education II. Module No. I. Health Occupations Education II.
ED 229 657
***Behavioral Objectives***
The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time.
ED 230 508
***Behavioral Science Research***
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter).
ED 230 096
***Beliefs***
Argument and Truth: Some Epistemological Questions.
ED 229 805
Inferring Attitudes from Behavior: Commitment, Attitudinal Implications, and Cognitive Responses.
ED 229 665
Private Rules in Career Decision Making. Special Publications Series No. 38.
ED 229 608
***Bias***
Sequential Information Presentation, Behavioral Expectations, and the Observer Bias.
ED 229 682
***Bibliographic Data Bases***
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
ED 230 205
***Bilingual Education***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
ED 230 276
Bilingual Special Education Personnel Preparation National Task-Oriented Seminar (Washington, D.C., March 19-21, 1981). A Workshop Report.
ED 229 893
Special Education for Exceptional Bilingual Students: A Handbook for Educators.
ED 229 899
***Bilingual Education Fellowship Program***
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No. 9.
ED 230 346
***Bilingual Education Programs***
Bronx Multidiscipline Special Education Bilingual Program. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 634
Implications of Structured Immersion for the ESL Elementary Curriculum.
ED 230 038
Park West High School "At Your Service". O.E.E. Evaluation Report, 1981-1982.
ED 230 635
Project TRABAJO and Individualized Bilingual Education for Children with Retarded Mental Development. E.S.E.A. Title VII and Chapter 720 Annual Evaluation Report, 1980-81.
ED 230 640
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No. 9.
ED 230 346
Thomas Jefferson High School Effective Transition of the Bilingual and Bicultural Student to Senior High School. O.E.E. Evaluation Report, 1981-1982.
ED 230 [illegible]
Variables Affecting the Performance of ESOL/Bilingual Students in Non-ESOL Classes.
ED 230 032
Walton High School Bilingual Basic Skills Through Interdisciplinary Career Orientation. O.E.E. Evaluation Report, 1981-1982.
ED 230 641
***Bilingual Students***
Analysis of English/Spanish Oral Interaction Between First Grade Mexican-American Children and Teacher-Aides.
ED 230 357
Automatic Processing of Word Meaning by Bilingual Children: Intralingual And Interlingual Interference.
ED 230 272
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 351
Instructional Systems for Bilingual Children.
ED 230 348
***Bilingual Teachers***
Project Esperanza. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 636
***Bilingualism***
Bilingual Education in Early Childhood: A 5-Year Follow-Up.
ED 230 073
Issues in Early Childhood Bilingualism: Pros and Cons.
ED 230 306
***Bioethics***
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
ED 230 369
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 370
***Biographical Inventories***
Profile/83. IABC Special Report.
ED 229 821
***Biology***
A Comparison of Traditional and Television Lectures as a Means of Instruction in Biology at a Community College.
ED 230 264
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
ED 230 369
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 370
Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452.
ED 230 440
***Birth***
Practical Nursing. Volume II. Health Occupations Education. Revised.
ED 229 540
***Birth Weight***
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants.
ED 230 305
***Black Achievement***
What's Happening in June?
ED 230 350
***Black Attitudes***
Communication Research on Black Americans.
ED 230 652
***Black Businesses***
Greater Baltimore Commitment: A Study of Urban Minority Economic Development.
ED 230 659
***Black Colleges***
An Exploration of Teacher Education Programs at Traditionally Black Colleges and Universities.
ED 230 011
Faculty Research Development Workshop. Final Report (October 1978 - March 1982).
ED 230 125
Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation.
ED 230 139
***Black Education***
Towards New Directions in Black Studies: Black Studies, the Computer Age.
ED 230 216
***Black Students***
Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students. Symposium Summary .
ED 230 110
***Black Studies***
Towards New Directions in Black Studies: Black Studies, the Computer Age.
ED 230 216
***Black Youth***
Teachers' and Young Children's Perceptions of Task Persistence.
ED 230 278
***Blacks***
An Exploration of Teacher Education Programs at Traditionally Black Colleges and Universities.
ED 230 011
Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems and Needs.
ED 229 885
Communication Research on Black Americans.
ED 230 652
Effects of Higher Education on Ability for Blacks and Whites.
ED 230 148
Greater Baltimore Commitment: A Study of Urban Minority Economic Development.
ED 230 659
Postsecondary Educational Attainment among Whites and Blacks.
ED 230 142
***Block Grants***
First Year Block Grant Experiences: Initial Studies. Analysis.
ED 229 845
***Blue Ribbon Commissions***
Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow.
ED 230 121
***Blueprints***
Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.
ED 229 565
***Board of Education Policy***
A Management Study of Personnel Policies and the Department of Personnel Services.
ED 230 638
An Evaluation of the Impact of the Basic Core of Course Offerings on Senior High School Programs.
ED 230 632
***Board Administrator Relationship***
How to Build a Positive Relationship with the Superintendent and Board of Education.
ED 229 866
***Boards of Education***
Computer Literacy. CSBA Task Force Report.
ED 229 867
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80.
ED 230 356
***Body Weight***
The Effect of Weight Reduction on Body Composition and Strength in High School Wrestlers.
ED 230 553
***Books***
Children's Books, 1982: A List of Books for Preschool through Junior High School Age.
ED 229 780
***Brain Functions***
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
ED 230 629
***Brain Research***
Brain Event-Related Potential Correlates of Concept Learning.
ED 229 623
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ED 229 827
***Brigham Young University UT***
Preparing Industrial Education Teachers as Reading Specialists.
ED 229 525
***British Columbia***
American and Canadian Social Studies Texts - Recent Changes in Readability.
ED 230 460
***Britton (James)***
James Britton and John Keats: An Examination of the Theory and Practice of Composition.
ED 229 758
***Broadcast Industry***
In Search of Diversity. Symposium on Minority Audiences and Programming Research: Approaches and Applications (Lenox, Massachusetts, October 1980).
ED 230 650
***Brockton Battery***
Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior).
ED 229 892
***Budgeting***
Status of Open Door Admissions. Issues, Trends and Projects Committee Report No. 1.
ED 230 214
***Budgets***
Using Program Priorities to Make Retrenchment Decisions: The Case of the University of Minnesota.
ED 230 119
***Building Design***
Competency Based Education Curriculum for Energy Efficient Building Construction.
ED 229 611
***Building Obsolescence***
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin.
ED 230 074
***Bureau of Indian Affairs Schools***
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980.
ED 230 330
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981.
ED 230 331
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982.
ED 230 332
***Bureau of Labor Statistics***
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 577
***Burger Court***
Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases.
ED 229 753
***Burns (James MacGregor)***
Leadership and Some Related Propositions: A Response to the Ideas of James MacGregor Burns.
ED 230 463
***Business***
Business and the Future of Education. Sequoia Action Brief #1.
ED 229 826
Education, Management Style, and Organizational Effectiveness. Revised Version.
ED 229 617
Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.
ED 230 647
***Business Administration Education***
A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81.
ED 230 560
***Business Communication***
Client Oriented Management Documents.
ED 229 783
Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive.
ED 229 809
Profile/83. IABC Special Report.
ED 229 821
The AACSB Seminars on Business Communication: Their Content and Discussion of Their Implications for Business Communication Teachers.
ED 229 815
***Business Correspondence***
How to Write Effective Resumes and Cover Letters.
ED 230 238
***Business Education***
An Analysis of Aspirational Goals of Two-Year Business College Students.
ED 230 249
Arizona Business Occupations Common-Core Competency Modules.
ED 229 518
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators.
ED 229 531
Business Management & Ownership.
ED 229 542
Marketing Education: A Future Perspective. Special Publication Series No. 37.
ED 229 645
***Business English***
Client Oriented Management Documents.
ED 229 783
***Business Mathematics***
Arizona Business Occupations Common-Core Competency Modules.
ED 229 518
***Business Skills***
The AACSB Seminars on Business Communication: Their Content and Discussion of Their Implications for Business Communication Teachers.
ED 229 815
***BASIC Programing Language***
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 1: Description of Research Methods and Results. Final Report.
ED 230 199
***Calculators***
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report.
ED 230 200
***California***
A Telecourse Sourcebook for the 80s.
ED 230 241
American Indian Education Handbook.
ED 230 327
Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Supplement to the Report from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-41.
ED 230 085
Computer Literacy. CSBA Task Force Report.
ED 229 867
Promises to Keep: Remedial Education in California's Public Colleges and Universities.
ED 230 087
Remedial Education in California's Public Colleges and Universities: Campus Perspectives on a Serious Problem.
ED 230 227
Research and Educational Decisions: An Editorial.
ED 230 217
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40.
ED 230 089
Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11
ED 230 257
Update Management Compensation. ACCCA Management Report, 1982-3/3.
ED 230 212
Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981.
ED 230 086
***California Assessment Program***
Identification of Exemplary Schools: A Secondary Analysis of Sixth Grade Data from the California Assessment Program.
ED 230 593
Reading Achievement and English Language Proficiency in the California Assessment Program Sixth Grade Test.
ED 230 599
Survey of Basic Skills: Grade 3 and Grade 6 - 1982. School Report for John M. Gomes Elementary. California Assessment Program.
ED 230 610
***California State University***
The Core Student Affirmative Action Program at the California State University. A Second Review.
ED 230 090
***California State University and Colleges***
Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17.
ED 230 092
The Price of Admission, 1983. An Assessment of the Impact of Student Charges on Enrollments, Student Financial Aid Needs, and Revenues in California Public Higher Education. Commission Report 82-39.
ED 230 091
***Cameroon***
Educational Planning and Development in Africa: An Assessment of the Endeavors of Cameroon and Togo.
ED 230 476
***Campus Planning***
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin.
ED 230 074
***Canada***
Adult Education.
ED 229 503
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 9.
ED 230 113
***Canada Natives***
Study of School Programs for Alberta Natives. Executive Summary.
ED 230 334
Study of School Programs for Alberta Natives. Inventory.
ED 230 335
Study of School Programs for Alberta Natives. Technical Report.
ED 230 336
The Education North Evaluation Project. Final Report.
ED 230 342
***Candidates***
A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81.
ED 230 560
***Cape Verdeans***
Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior).
ED 229 892
***Capital Outlay (for Fixed Assets)***
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin.
ED 230 074
***Cardiopulmonary Technicians***
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education.
ED 229 583
***Cardiovascular System***
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education.
ED 229 583
***Career Awareness***
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment.
ED 230 111
***Career Change***
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies.
ED 229 644
***Career Choice***
A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
ED 230 493
Career Exploration. Module No. II. Health Occupations Education II.
ED 229 658
Effects of Work Time on School Activities and Career Expectations. Technical Report. Studies in Employment and Training Policy: No. 4.
ED 229 654
Engineering Careers: Women in a Male-Dominated Field.
ED 230 422
Interest Profiles of Professional Engineers.
ED 230 437
Management Factors of Women in Leisure Services.
ED 230 527
***Career Counseling***
Meeting the Career Development/Counseling Guideline Needs of Limited English Proficient Students.
ED 229 560
Meeting the Career Development/Counseling Needs of Disadvantaged Students.
ED 229 561
NATCON 3.
ED 229 570
***Career Development***
Entrepreneurship Education for Women: A Research Review and Agenda.
ED 230 459
Meeting the Career Development/Counseling Guideline Needs of Limited English Proficient Students.
ED 229 560
Meeting the Career Development/Counseling Needs of Disadvantaged Students.
ED 229 561
Private Rules in Career Decision Making. Special Publications Series No. 38.
ED 229 608
***Career Education***
A Synopsis of Keeping Occupational Education Current: Formation and Evaluation--DACUM.
ED 230 230
Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 598
Career and Vocational Education in Ohio for the 1980's and Beyond.
ED 229 545
Counselors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 604
Helping Youth Become More Responsible.
ED 229 558
Leader's Guide to Developing Career Education Programs. Revised.
ED 229 651
Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book.
ED 229 562

Parents. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 605
Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 597
Principals. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 599
Psychologists. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 602
Student Evaluation Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 603
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 601
Teachers. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 600
Young Peoples' Attributions for Successful or Unsuccessful Learning at Worksites.
ED 229 556

***Career Exploration***
A Reference Guide for Secondary Career and Vocational Programming for Handicapped Students.
ED 229 956
Career Exploration. Module No. II. Health Occupations Education II.
ED 229 658
Career Planning Meets the Micro: A Demonstration.
ED 229 906
Competency Based Curriculum for Prevocational Exploration Consumer and Homemaking.
ED 229 609
Health Occupations Education II. Instructor's Manual.
ED 229 656

***Career Guidance***
Walton High School Bilingual Basic Skills Through Interdisciplinary Career Orientation. O.E.E. Evaluation Report, 1981-1982.
ED 230 641

***Career Patterns***
Studies of Scientific Disciplines. An Annotated Bibliography.
ED 230 425

***Career Planning***
Career Planning Meets the Micro: A Demonstration.
ED 229 906
Private Rules in Career Decision Making. Special Publications Series No. 38.
ED 229 608

***Career Planning System***
Career Planning Meets the Micro: A Demonstration.
ED 229 906

***Caregivers***
The Relationship between Interaction with the Caregiver and the Emergence of Play Activities During the One-Word Period.
ED 230 307

***Caribbean Americans***
Different People: Studies in Ethnicity and Education.
ED 230 475

***Carpentry***
National Apprenticeship and Training Standards for Carpentry. Revised.
ED 229 613

***Case Studies***
Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives for Successful Schooling Practice.
ED 230 500

***Cataloging***
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
ED 230 205

***Categorical Aid***
Cumulative Effects of Federal Education Policies on Schools and Districts.
ED 229 854

***Catholic Schools***
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 657

***Causal Models***
School Characteristics Related to Student Academic Growth.
ED 230 601

***Census Bureau Current Population Survey***
The Relationship of Federal to Private Statistics.
ED 230 598

***Census Figures***
Quality of the 1980 Federal Census for Postsecondary Planning.
ED 230 088
School Enrollment--Social and Economic Characteristics of Students: October 1981 (Advance Report). Population Characteristics.
ED 229 851

***Central America***
The Network of Educational Systems for Development in Central America and Panama Project, 1975-1979. An Experiment in Technical Co-operation among Countries.
ED 230 453

***Central State University OH***
First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central State University.
ED 230 153

***Centrifuges***
Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 401

***Cerebral Dominance***
Guided Imagery as a Bi-Modal Approach to Preparation for Performance.
ED 229 803

***Cerebral Palsy***
How Abnormal Reflexes Influence Movements in Cerebral Palsy.
ED 230 529

***Certified Trainer Systems***
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 485

***Change***
Changes in Friendship During a School Year.
ED 230 292
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World.
ED 230 380
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 379

***Change Agents***
Approaches to Research on Teaching: Implications for Curricular Theory and Practice.
ED 230 536

***Change Strategies***
Business and the Future of Education. Sequoia Action Brief #1.
ED 229 826
Computer Science Curriculum Development Guide.
ED 230 168
Forging Citizenship Values for the Post-Industrial Era.
ED 230 466
Running the Local Gauntlet: Fresh Insights to District Problems. and Reclaiming Urban Schools: A Modest Proposal. IFG Policy Perspectives, Winter 1983.
ED 229 855
Rural Renaissance: Implications for Higher Education.
ED 230 338
Strategies for Change.
ED 229 930
The Future of Higher Education.
ED 230 159

***Characterization***
How are Senior Citizens Portrayed in Basal Readers?
ED 229 742

***Chicanos***
Education of the Mexican American in the United States: Progress and Stalemate.
ED 230 352
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80.
ED 230 356

***Child Abuse***
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7th, Dubuque, IA, July 24-27, 1982).
ED 230 322

***Child Advocacy***
Building and Alliance for Children: Parents and Professionals.
ED 229 950
Parent Advocacy: Now More Than Ever Active Involvement in Educational Decisions.
ED 230 013
Training Surrogate Parents.
ED 229 986

***Child Care Occupations***
Caregivers of Infants and Toddlers: Instructor's Guide.
ED 229 633
Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide.
ED 229 635

***Child Caregivers***
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
ED 230 301
Ideology and the Social Organization of Day Care.
ED 230 274

***Child Custody***
Divorce in Australia. Working Paper No. 5.
ED 229 692

***Child Development***
Basic Stuff Series Index. and Using Basic Stuff in the Teacher Preparation Program.
ED 230 540
Contextual Controls of Competence with "Before" and "After."
ED 230 296
Early Childhood Education 83/84. Annual Editions. Sixth Edition.
ED 230 271
Issues in Early Childhood Bilingualism: Pros and Cons.
ED 230 306
Practical Nursing. Volume II. Health Occupations Education. Revised.
ED 229 540
Readings: Early Childhood Education.
ED 230 267
The Relationship between Interaction with the Caregiver and the Emergence of Play Activities During the One-Word Period.
ED 230 307

***Child Language***
Bilingual Education in Early Childhood: A 5-Year Follow-Up.
ED 230 073
Stimulating Language: Special Needs Children in Family Day Care.
ED 229 925

***Child Rearing***
Social Network Influence on Father Involvement in Childrearing.
ED 230 297
Talks with Parents on Living with Preschoolers.
ED 230 314

***Child Welfare***
Decision Making at Child Welfare Intake: A Handbook for Practitioners.
ED 230 302

***Childhood Attitudes***
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports.
ED 230 270
Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior.
ED 230 308
Elementary Death Education.
ED 230 518
Teachers' and Young Children's Perceptions of Task Persistence.
ED 230 278

***Children***
An Exploratory Study of the Social Interactions of a Two-Year-Old Child.
ED 230 298
In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception.
ED 230 285
Maternal Depression: A Source of Stress for Children.
ED 230 313
Stress and Children: A Theoretical Overview.
ED 230 542
The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E.
ED 230 472
The Effects of Recency and Story Content on Children's Moral Judgments.
ED 230 295

***Childrens Literature***
A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
ED 229 764
Children's Books, 1982: A List of Books for Preschool through Junior High School Age.
ED 229 780
Elementary Death Education.
ED 230 518
Puerto Ricans in Children's Literature and History Texts: A Ten-Year Update.
ED 230 664

***Church Related Colleges***
Facing the Future.
ED 230 127
Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860.
ED 230 150

***Church Role***
Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860.
ED 230 150
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 657

***Citizen Participation***
Clean Community System Multi-Material Recycling Manual.
ED 230 432
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects.
ED 230 449
Consumer Response to Arts Offerings: A Study of Theater and Symphony in Four Southern Cities.
ED 230 450
Man Meets Coast. A Game of Coastal Issues.
ED 230 427
Organizing a Community School: A Primer for Citizens.
ED 230 447
The Political World of Urban Executives: A Test of the Democratic Paradigm.
ED 229 828
Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.
ED 230 448

***Citizens Councils***
Organizing a Community School: A Primer for Citizens.
ED 230 447
Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.
ED 230 448

***Citizenship Education***
Forging Citizenship Values for the Post-Industrial Era.
ED 230 466

***Civil Rights***
The ABCs of Special Education: A Handbook for Parents = El ABS Sobre Educacion Especial: Un rolleto para los Padres.
ED 229 921

***Clackamas Community College OR***
Contract Learning in the Traditional Technical Writing Class.
ED 230 210

***Clark County School District NV***
Linking Testing and Evaluation with School District Instructional Programs.
ED 230 626

***Class Activities***
English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project.
ED 230 024
Freeing the Language Learner: The How and Why of a More Powerful Vocabulary.
ED 230 039
I Used to Could Spell Wedn- Wenes- Wensday: A Resource of Teacher and Student Made Materials, Secondary Level. Second Edition.
ED 229 895
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish.
ED 230 052
The Napa Infant Program. Final Program Performance Report, July 1, 1981-June 30, 1982.
ED 229 888
Vocabulary Building for University-Bound ESL Students.
ED 230 037

***Class Organization***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
ED 230 276
Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives for Successful Schooling Practice.
ED 230 500
Interdependence and Management in Bilingual Classrooms. Final Report.
ED 229 840
Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice.
ED 230 501
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System.
ED 230 633

***Class Size***
An Evaluation of the Impact of the Basic Core of Course Offerings on Senior High School Programs.
ED 230 632

***Classification***
Delinquency Level Classification Via the HEW Community Program Youth Impact Scales.
ED 229 674
Developmental Changes in Metaphor Comprehension: It's Not All Uphill.
ED 230 294
Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452.
ED 230 440
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
ED 230 205

***Classroom Communication***
Characteristics of Students' Classroom Talk Surrounding the Assignment, Production and Evaluation of a Writing Task.
ED 229 757
Talking: The Neglected Part of the Writing Process.
ED 229 762
TPR-Plus.
ED 230 035

***Classroom Environment***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
ED 230 276
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
ED 230 301
An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice.
ED 230 498
Effects of Instructional Setting and Approach in Compensatory Education: A Statewide Analysis.
ED 230 645
Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice.
ED 230 501
The Sounds and the Music: Phenomena of Creativity and Routine in the Kindergarten.
ED 230 275

***Classroom Observation Techniques***
Assessment of Teacher Performance: Constructs of Teacher Competencies Based on Factor Analysis of Observation Data.
ED 230 586
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
ED 230 492

***Classroom Observations Keyed Effectiveness***
Assessment of Teacher Performance: Constructs of Teacher Competencies Based on Factor Analysis of Observation Data.
ED 230 586

***Classroom Research***
Interviewing Children - A Checklist for the I.A.I. Interviewer. Learning in Science Project. Working Paper.
ED 230 594
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice.
ED 230 496

***Classroom Techniques***
The Secondary Data Based Classroom Model.
ED 229 941
Alternatives to Behavioral Classroom Management.
ED 229 987
An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice.
ED 230 498
An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 499
Competencies for Teachers Who Instruct Children with Learning Disabilities. Project I.O.U.
ED 229 955
Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 650
Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives for Successful Schooling Practice.
ED 230 500
Effect of Task and Authority Structures on Student Task Engagement.
ED 230 416
Four Principles for Designing Instructions.
ED 229 616
Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching.
ED 229 559
Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 649
Interdependence and Management in Bilingual Classrooms. Final Report.
ED 229 840
Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice.
ED 230 501
Role Dilemmas of the Professional Educator as Researcher: Blessing or Curse?
ED 230 550
Talking: The Neglected Part of the Writing Process.
ED 229 762
The Natural Approach: Language Acquisition in the Classroom.
ED 230 069
Three Keys to Successful Staff Development: Evaluation, Participant Planning and School-Based Programming.
ED 230 526
Unfamiliar Instructional Practice and Its Relationship to Student Emotional Distress in the ESL Classroom.
ED 230 034
Using the Discussion Group Technique in the ESL Conversation Class.
ED 230 022
Why Lecture? Teaching in Higher Education Series: 2. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 099
Writing in Vocational Education.
ED 229 594

***Clerical Workers***
Wages and Salaries Paid Support Personnel in Public Schools, 1982-83. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 850

***Client Characteristics***
Characteristics of Japanese and Japanese Americans in Psychotherapy in Japan and the U.S.
ED 229 668

***Clinical Diagnosis***
Diagnosing Children with Educational Problems: Characteristics of Reading and Learning Disabilities Specialists and Classroom Teachers.
ED 229 942

***Clothing Instruction***
Clothing and Textiles.
ED 229 637

***Cloze Procedure***
Reading and Writing: Concepts for Teaching and Learning. Proceedings of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
ED 229 765

***Coastal Zones***
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 368
Man Meets Coast. A Game of Coastal Issues.
ED 230 427

***Cognitive Ability***
Cognitive Sex Differences and Their Practical Implications.
ED 229 703
Judgment of Intentionality by Nursery School Children.
ED 230 284
What Are We Testing? A Cross-Cultural Comparison of Infant Competence.
ED 230 309

***Cognitive Development***
An In-Depth Analysis of the Projection of Shadows Task.
ED 230 409
Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 388
Development of the Abilities to Produce and Interpret Requests with Nuances.
ED 230 282
Developmental Changes in Metaphor Comprehension: It's Not All Uphill.
ED 230 294
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyday Logical Problems?
ED 229 700
Integrating Cognitive Development and the Basic Skills.
ED 229 725
Towards a Lakatosian Programme of Research into Concept Development.
ED 230 584

***Cognitive Measurement***
An Investigation of Field-Dependent and Field-Independent Cognitive Style in Mentally Retarded Individuals in Sheltered Workshops in West Virginia.
ED 229 549
Behavioral Indices of Raters' Cognitive Processing in Performance Appraisal.
ED 229 670
The Ideaphoria Worksamples as Measures of Divergent Thinking. Technical Report 1982-7.
ED 230 592

***Cognitive Processes***
A Constructive Alternativist View of Children's Science.
ED 230 365
An In-Depth Analysis of the Projection of Shadows Task.
ED 230 409
Automatic Processing of Word Meaning by Bilingual Children: Intralingual And Interlingual Interference.
ED 230 272
Behavioral Indices of Raters' Cognitive Processing in Performance Appraisal.
ED 229 670
Brain Event-Related Potential Correlates of Concept Learning.
ED 229 623
Competitive Argumentation in Computational Theories of Cognition. Cognitive and Instructional Science Series. CIS-14.
ED 230 180
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyday Logical Problems?
ED 229 700
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
ED 229 734
Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems.
ED 230 186
Inferring Attitudes from Behavior: Commitment, Attitudinal Implications, and Cognitive Responses.
ED 229 665
Integrating Cognitive Development and the Basic Skills.
ED 229 725
Investigations of Cognitive Strategies and Cognitive Flexibility in Hearing Impaired Children. Final Report.
ED 229 889
James Britton and John Keats: An Examination of the Theory and Practice of Composition.
ED 229 758
Levels of Meaning in Reading Comprehension of High School Students.
ED 229 735
Maps as Schema for Gifted Learners.
ED 229 903
On Training Students to Extract Gist from Expository Text.
ED 229 736
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 746
Short-Term Memory for Auditory Sequences and Reading Skill.
ED 229 739
Some Prerequisites in Learning to Solve Figural Analogy Problems.
ED 230 281
Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14, 1981-December 14, 1982.
ED 229 738
Students' Conceptions of Decimal Numbers.
ED 230 415
The Development of Children's Understanding of Numerical Representation. Final Report.
ED 230 410
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
ED 230 629

***Cognitive Style***
An Investigation of Field-Dependent and Field-Independent Cognitive Style in Mentally Retarded Individuals in Sheltered Workshops in West Virginia.
ED 229 549
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230 196
Cognitive Structure of Technical Knowledge: A Free Association Methodology.
ED 229 576
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyday Logical Problems?
ED 229 700
Learning Styles and Learning Strategies. I. Conversation Theory--The Work of Gordon Pask. 1983:01.
ED 230 562
Learning Styles: Applications in Voc Ed. Information Series No. 254.
ED 229 573
Matching Instructional Tasks to Students' Abilities and Learning Styles.
ED 229 916
Risk Preference and Diagnosticity.
ED 229 711
The Collaborative Mode in Adult Education: A Literature Review.
ED 229 534
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ED 229 827
Unfamiliar Instructional Practice and Its Relationship to Student Emotional Distress in the ESL Classroom.
ED 230 034
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
ED 230 629

***Cognitive Tests***
A Factorial Study of Reasoning Tests. Technical Report 1982-6.
ED 230 571
An Investigation of Field-Dependent and Field-Independent Cognitive Style in Mentally Retarded Individuals in Sheltered Workshops in West Virginia.
ED 229 549

***Collaborative Research***
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice.
ED 230 496

***Collective Bargaining***
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 9.
ED 230 113
Public Sector Bargaining and Strikes. Sixth Edition.
ED 229 833
Salary and Compensation Methodology in Academic Collective Bargaining.
ED 230 140
Unionization Among College Faculty, 1982.
ED 230 141

***College Administration***
Guidelines for Designing and Managing a Planning Process.
ED 230 134
Important Elements of Governance for a Small College.
ED 230 135
Master Plan for Data Services. Report No. 82-1.
ED 230 260
Use of a Policy/Regulation Manual System in Public Higher Education.
ED 230 146

***College Admission***
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. a Project Report.
ED 229 606
Hispanics' Education and Background: Predictors of College Achievement.
ED 230 665

***College Assistance Migrant Program***
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982.
ED 230 3
***College Attendance***
Effects of Higher Education on Ability for Blacks and Whites.
ED 230 1
Fall Enrollment in Colleges and Universities, 1980.
ED 230 0
Foregone Earnings of College Students: A Microanalytic Approach.
ED 230 1
Higher Education Opportunities for Minorities and Women: Annotate Selections--1982 Edition.
ED 230 1
***College Bound Students***
High School to College Transition. Planning Issue Paper No. 3 (Revised).
ED 230 1
***College Choice***
Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students Symposium Summary .
ED 230 1
***College Credits***
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses a Project Report.
ED 229 6
Granting Credit for College Proficiency and Regents External Degre Examinations in New York State: A Summary of Institutional Policie 1981-82.
ED 230 1
***College Curriculum***
A Synopsis of Keeping Occupational Education Current: Formation a Evaluation--DACUM.
ED 230 2
Model Secondary School Counselor Education Program.
ED 229 6
The Empty Set and Teaching Educational Administration: An Australasian Dreaming.
ED 229 8
Who Should Administer the Public Relations Program?
ED 229 8
***College Desegregation***
Higher Education Financing in the Fifty States: Significance for 'Adams' States.
ED 230 1
Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students Symposium Summary .
ED 230 1
Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation.
ED 230 1
***College Entrance Examinations***
A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81.
ED 230 5
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230 5
***College Environment***
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230 0
Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students Symposium Summary .
ED 230 1
The Scholarly Ethos in Schools of Education.
ED 230 6
***College Faculty***
Another Educational Problem: Shortages of University Scientific a Engineering Faculty.
ED 230 4
Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.
ED 230 0
Directory of Faculty Contracts and Bargaining Agents in Institutio of Higher Education. Volume 9.
ED 230 1
Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17
ED 230 0
Faculty Research Development Workshop. Final Report (October 1978 March 1982).
ED 230 1
If Professors Are Adults.
ED 230 1
Ph.D. and Ed.D. Program Adaptations for College Teachers.
ED 230 1
Principles and Guidelines for Faculty Evaluation at South Oklahom City Junior College. Revised FY 1982-83.
ED 230 2
Research Productivity in Graduate Departments of Political Science in the South and Southwest.
ED 230 4
Salary and Compensation Methodology in Academic Collective Bargaining.
ED 230 1
The Empty Set and Teaching Educational Administration: An Australasian Dreaming.
ED 229 8
The Few Among the Many: Interviews of Minority Community College Faculty.
ED 230 2
Unionization Among College Faculty, 1982.
ED 230 1
Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981.
ED 230 0
***College Freshmen***
A Comparative Study: College Freshman Reading Abilities and Readabilities of Required Texts.
ED 229 7
A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 197 the Florida State University.
ED 230 1
First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central State University.
ED 230 1
Lifestyles & Values of College Students: Classes of 1980 through 1985.
ED 230 1
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982.
ED 230 3
The Effects of Recency and Story Content on Children's Moral Judgments.
ED 230 2
***College Graduates***
Attribute and Attitude Assessment of Community College Graduates Leavers.
ED 230 5
Recent Graduates: A Study of Graduation Rates and Distinguishing Characteristics of CUNY Community College Career Program Completer
ED 230 2
The Job Market for College Graduates, 1960-1990.
ED 229 8
***College Housing***
Utilization of Residence Hall Facilities, Fall 1982 with Trends f Fall 1974. Report No. 9-82.
ED 230 0
***College Instruction***
A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerne with Teaching in Higher Education.
ED 230 1
Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerne with Teaching in Higher Education.
ED 230 1
Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concerne with Teaching in Higher Education.
ED 230 1
Task Force on Undergraduate Education, June 1, 1981. Final Report.
ED 230 1
Why Lecture? Teaching in Higher Education Series: 2. Suggestions the Consideration of Lecturers and Others Concerned with Teaching Higher Education.
ED 230 0
Working Together. Teaching in Higher Education Series: 3. Suggestions for the Consideration of Lecturers and Others Concerne with Teaching in Higher Education.
ED 230 1
***College Level Examination Program***
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8.
ED 230 6
Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Spri Semester 1980. Research Bulletin 80-8.
ED 230 6
***College Mathematics***
A Developmental Mathematics Program at the University of Minnesot
ED 230 4
The Relationship Between Academic Requirements and Job Requirement in Computer Science.
ED 230 4
***College Outcome Measures Project***
Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Proje (COMP).
ED 230 0
***College Planning***
Guidelines for Designing and Managing a Planning Process.
ED 230 1
Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow.
ED 230 1
Quality of the 1980 Federal Census for Postsecondary Planning.
ED 230 0
The Future of Higher Education.
ED 230 1
Tokatakiya: A Self Study of Oglala Sioux Community College.
ED 230 2
Using Program Priorities to Make Retrenchment Decisions: The Case the University of Minnesota.
ED 230 1
***College Preparation***
Cooperative Activities between High Schools and Colleges.
ED 230 1
High School to College Transition. Planning Issue Paper No. 3 (Revised).
ED 230 1
Remedial Education in College: The Problem of Underprepared Students.
ED 230 1
***College Presidents***
A Researcher Turned College President.
ED 230 2
***College Programs***
Course Registration Report: University of Hawaii, Community Colleges, Spring 1983.
ED 230 2
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982.
ED 230 3
***College Role***
Facing the Future.
ED 230 1
Public Policy and Independent Higher Education.
ED 230 1
Technology Transfer: Programs, Procedures, and Personnel.
ED 230 2
Unresolved Issues in Higher Education: Legacy of the 60s and 70s.
ED 230 1
***College School Cooperation***
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report.
ED 230 2
Cooperative Activities between High Schools and Colleges.
ED 230 1
High School to College Transition. Planning Issue Paper No. 3 (Revised).
ED 230 1
***College Science***
Another Educational Problem: Shortages of University Scientific a Engineering Faculty.
ED 230 4
Physics Demonstration Experiments at William Jewell College. Revis Edition.
ED 230 4
Science and Engineering Doctorates: 1960-81. Special Report.
ED 230 4
Unity and Diversity in STS Curricula.
ED 230 4
***College Second Language Programs***
A Survey: College Credit and Other Related ESL Issues.
ED 230 0
Designing and Developing a Management/Autoinstructional System, Test, Evaluation, and Review (MASTER) Program for Second Language Acquisition.
ED 230 2
Must Hard Times in Higher Education Affect Study Abroad Programs?
ED 230 0
Retention and Dropout in Beginning College Language Courses.
ED 230 0
***College Students***
A Student Health Insurance Needs Survey. Research Report #2.
ED 230 1
An Exploratory Study of Learning Disabilities in College Students.
ED 229 9
College and University Opening Fall Enrollment, New York State, Fa 1982.
ED 230 1
Fall 1982 Enrollments, North Dakota Institutions of Higher Education.
ED 230 1
On-Campus Enrollment in Arkansas Higher Education Institutions, Fa 1982. Report 82-2.
ED 230 1
Self-Control Desensitization and Test Anxiety.
ED 229 6
The Core Student Affirmative Action Program at the California Sta University. A Second Review.
ED 230 0
***College Transfer Students***
Fall 1979 Transfer Study. Report 3: Second Year Persistence and Achievement.
ED 230 2
Report on Remedial Education.
ED 230 2
The Role of Community Colleges in Preparing Students for Transfer Four-Year Colleges and Universities: The Maryland Experience.
ED 230 2
Update of Community College Transfer Student Statistics, Fall 1982 Commission Report 83-11
ED 230 2
***Colorado***
A Study of Colorado's Four-Day School Week Program As It Relates Utilization of School Facilities.
ED 230 3
Fiscal Response of School Districts to District Fiscal Capacity a State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 8
***Commitment***
Inferring Attitudes from Behavior: Commitment, Attitudinal Implications, and Cognitive Responses.
ED 229 6
***Committees***
The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eigh Congress, First Session. Serial E.
ED 230 4
***Commonality***
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
ED 229 7
***Communication (Thought Transfer)***
An Adaptation of Constructive Alternativism as Theory for Audience Analysis.
ED 229 8
Learning Styles and Learning Strategies. I. Conversation Theory-- Work of Gordon Pask. 1983:01.
ED 230 5
The Communication Connection: The First Step toward an Integrated Program.
ED 229 9
Three Perspectives on Writing. Reading Education Report No. 41.
ED 229 7
***Communication Aids (for Disabled)***
The Microcomputer as an Efficient and Versatile Speech-Output Communication Aid.
ED 229 9
***Communication Directors***
Communication Policies and Practices in American Corporations.
ED 229 8
***Communication Problems***
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing.
ED 229 7
Sex Education and Semantic Pitfalls.
ED 229 7
***Communication Research***
Communication Policies and Practices in American Corporations.
ED 229 8
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 3
Employee Network Propensity as a Function of Perceived Job Satisfaction, Ambiguity Tolerance, and Locus of Control.
ED 229 8
Interpersonal Empathy: A Training Program for Health Care Professionals.
ED 229 8
Organizational Climate: A Summary of Research and Controversy.
ED 229 8
Organizational Grapevines: A State-of-the-Art Review.
ED 229 8
Profile/83. IABC Special Report.
ED 229 8
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Investigation, and Practical Applications, January 1-March 31, 198
ED 229 8
***Communication Skills***
Arizona Business Occupations Common-Core Competency Modules.
ED 229 5
Coping Strategies: Preparing Foreign Graduate Students for Professional Academic Programs.
ED 230 0
Development of the Abilities to Produce and Interpret Requests wi Nuances.
ED 230 2
In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception.
ED 230 2
Interdependent Support Service Model.
ED 230 0
Teaching Communication and Reading Skills in the Content Areas.
ED 229 7
The Relationship between Interaction with the Caregiver and the Emergence of Play Activities During the One-Word Period.
ED 230 3
***Communications***
Future Scenarios in Communications. Student's Guide. Preparing Tomorrow's World.
ED 230 3
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
***Communicative Competence (Languages)***
Creative Achievement Tests in the Foreign Language Classroom.
ED 230 0
English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project.
ED 230 0
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish.
ED 230 0
Reassessing Foreign Language Aptitude: Communicative Competence a Second Language Acquisition.
ED 230 0
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Langua Teaching. Cambridge Language Teaching Surveys.
ED 230 0
The Relevance of Interlanguage and Pidginization to French Immers Schooling. Research Report 81-07.
ED 230 0
TPR-Plus.
ED 230 0
***Community Attitudes***
A Telephone Survey of Community Attitudes Toward Sex Education.
ED 230 4
***Community Based Education***
The Education North Evaluation Project. Final Report.
ED 230 3
***Community Colleges***
Advancing the Liberal Arts. New Directions for Community Colleges, Number 42.
ED 230 2
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report.
ED 230 2
Attribute and Attitude Assessment of Community College Graduates Leavers.
ED 230 5
Cooperative Education Employer's Guide.
ED 230 2
Course Registration Report: University of Hawaii, Community Colleges, Spring 1983.
ED 230 2
Maryland Community Colleges 1982 Program Evaluations.
ED 230 2
National Task Force to Redefine the Associate Degree: A Prelimina Presentation.
ED 230 2
Promises to Keep: Remedial Education in California's Public Colle and Universities.
ED 230 0
Revitalizing the Humanities in the Community College: Final Report October 1, 1979--September 30, 1982.
ED 230 2
Status of Open Door Admissions. Issues, Trends and Projects Committee Report No. 1.
ED 230 2
Technology Transfer: Programs, Procedures, and Personnel.
ED 230 2
The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 5
Update Management Compensation. ACCCA Management Report, 1982-3/3.
ED 230 2
***Community Education***
A Comparative Analysis of Selected Designated Community Schools a Non-Designated Schools in Alberta. Executive Summary.
ED 229 8
Community Education and Health Services.
ED 229 6
Community Education and Housing Needs.
ED 229 6
Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness.
ED 229 6
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7 Dubuque, IA, July 24-27, 1982).
ED 230 3
***Community Health Services***
Community Education and Health Services.
ED 229 6
National Experience in the Use of Community Health Workers. A Rev of Current Issues and Problems. WHO Offset Publication No. 71.
ED 229 5
***Community Involvement***
Forging Citizenship Values for the Post-Industrial Era.
ED 230 4
Rural Renaissance: Implications for Higher Education.
ED 230 3
The School Improvement Program in Victoria, or, How to Play the N Game.
ED 229 8
***Community Leaders***
Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.
ED 230 4
***Community Mental Health Centers***
A Multivariate Analysis of Termination Status in a Rural Community Mental Health Center.
ED 229 6
***Community Organizations***
The Education North Evaluation Project. Final Report.
ED 230 3
***Community Oriented Schools***
A Comparative Analysis of Selected Designated Community Schools a Non-Designated Schools in Alberta. Executive Summary.
ED 229 8
***Community Programs***
A Study of Colorado's Four-Day School Week Program As It Relates Utilization of School Facilities.
ED 230 3
Clean Community System Multi-Material Recycling Manual.
ED 230 4
***Community Resources***
Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82.
ED 229 9
Project Eureka: A Program for the Academically Gifted.
ED 229 9
***Community Schools***
A Comparative Analysis of Selected Designated Community Schools a Non-Designated Schools in Alberta. Executive Summary.
ED 229 8
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects.
ED 230 4
Organizing a Community School: A Primer for Citizens.
ED 230 4
Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.
ED 230 4
***Community Services***
A Statewide Program Network That Works. NCCSCE Working Paper Seri
ED 230 2
Information Needs of Parents and Availability of Community Servic for Mildly Mentally Handicapped High School Students.
ED 229 9
***Comparative Analysis***
Autobiography and Audience.
ED 229 7
Drug Use Among Native American Youth: Summary of Findings (1975-1981).
ED 230 3
***Comparative Education***
American and Canadian Social Studies Texts - Recent Changes in Readability.
ED 230 4
Consultation of Animators of Networks of Educational Innovation f Development. Unesco Conference (Bois du Rocher, September 8-12, 1980). Final Report.
ED 230 4
Contribution to a Study on the Evolution of the Content of General Education (1970-1980).
ED 230 4
Educational Planning and Development in Africa: An Assessment of Endeavors of Cameroon and Togo.
ED 230 4
Trends in Innovation: Basic Education in Africa.
ED 230 4
***Comparative Testing***
Aptitude Scores of Guidance Counselors. Technical Report 1982-1.
ED 230 5
***Compensation (Remuneration)***
Salary and Compensation Methodology in Academic Collective Bargaining.
ED 230 1
***Compensatory Education***
Accountability Uses of a Statewide Compensatory Education Program Evaluation.
ED 230 6
Effects of Instructional Setting and Approach in Compensatory Education: A Statewide Analysis.
ED 230 6
***Competence***
Assessment of Teacher Performance: Constructs of Teacher Competencies Based on Factor Analysis of Observation Data.
ED 230 5
Competency-Based Word Processing (Grade Levels 9-12). Bulletin No. 1699.
ED 229 6
***Competency Based Education***
A Directory of Goal Based Approaches to Education. 1982 Update.
ED 229 8
A Model for Training Special Needs Students in a Regular Vocational-Technical School Setting.
ED 229 9
Learning Styles: Applications in Voc Ed. Information Series No. 25
ED 229 5
***Competency Based Teacher Education***
Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development. WESTAR Series Paper No. 14.
ED 229 9
Bilingual Special Education Personnel Preparation National Task-Oriented Seminar (Washington, D.C., March 19-21, 1981). A Workshop Report.
ED 229 8
Competency-Based Teacher Education. State Series Paper Number 1.
ED 229 8
Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 6
Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 6
***Competition***
Judging Criteria for Intercollegiate Limited Preparation Speaking Events.
ED 229 8
***Competitive Argument***
Competitive Argumentation in Computational Theories of Cognition. Cognitive and Instructional Science Series. CIS-14.
ED 230 1
***Complex Response Alternatives***
The Effect of Item Format on Item Difficulty and Item Discrimination.
ED 230 5
***Compliance (Behavior)***
Request-Response Strategies Among Elementary Teachers and Students
ED 230 3
***Compliance (Legal)***
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973.
ED 229 5
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 5
***Componential Analysis***
A Componential Approach to Training Reading Skills. Final Report.
ED 229 7
***Comprehension***
Contextual Controls of Competence with "Before" and "After."
ED 230 2
Developmental Changes in Metaphor Comprehension: It's Not All Uphill.
ED 230 2
Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation.
ED 230 2
***Comprehensive Employment and Training Act***
OCETA Job Preparation Research Project. Final Report.
ED 229 5
Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report.
ED 230 2
***Comprehensive Smoking Prevention Educ Act 1***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress, Second Session, on 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availabilit to the American Public of Information on the Health Consequences o Smoking and Thereby Improve Informed Choice, and for Other Purpose
ED 229 6
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Ame the Public Health Service Act ano the Federal Cigarette Labeling a Advertising Act to Increase the Availability to the Americna Publi of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.
ED 229 6
***Computation***
Competitive Argumentation in Computational Theories of Cognition. Cognitive and Instructional Science Series. CIS-14.
ED 230 1
***Computer Assisted Instruction***
A Componential Approach to Training Reading Skills. Final Report.
ED 229 7
A Justification for the Use of Computer Assisted Instruction with the Physically Handicapped.
ED 229 9
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds.
ED 230 1
Career Planning Meets the Micro: A Demonstration.
ED 229 9
Computer Literacy. Intelligent CAI. Proceedings of the 1982 Annual Conference of the Association for the Development of Computer-Base Instructional Systems.
ED 230 1
Computers and the Classroom. A Resource Guide.
ED 230 1
Computers in Education. Proceedings of the South African Congress. Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse Kongres.
ED 230 1

Current Knowledge and Projection on Assessing the Effectiveness of Training. ED 230 170
CAI Invention Strategies. ED 229 789
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2. ED 230 178
Essay Writer: A Program to Help Students through the Writing Process. ED 229 792
High School Students Participate in a CAI Study Skills Program. ED 230 185
Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project No. P/24/1. ED 230 172
Improving Writing in California Schools: Problems & Solutions. ED 229 767
Interactive Video at Miami-Dade Community College. ED 230 256
Interactive Videodisc for Special Education Technology. Final Report. ED 230 187
Learning to Read and Write with Personal Computers. Reading Education Report No. 42. ED 229 728
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3. ED 230 175
MCE Field Study Project. ED 230 174
Teaching and Learning a Foreign Language via Tele(Video)phone: A Futuristic Mini-Computer Design. ED 230 051
The Impact of Microcomputers on Composition Students. ED 229 791
Update on the School Market for Microcomputers. ED 230 192

***Computer Assisted Testing***
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2. ED 230 615
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2. ED 230 178
Influence of Fallible Item Parameters on Test Information During Adaptive Testing. ED 230 590
NATCON 4. ED 229 571
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1. ED 230 627

***Computer Graphics***
The New Film Technologies: Computerized Video-Assisted Film Production. ED 229 807

***Computer Literacy***
Black Boxes: The Developing World of Microcomputers. Conference Report. ED 230 193
Computer Literacy. CSBA Task Force Report. ED 229 867
Computer Literacy. Intelligent CAI. Proceedings of the 1982 Annual Conference of the Association for the Development of Computer-Based Instructional Systems. ED 230 181
Computer Literacy: Five Year Plan, SY 1983-1987. Volume I. ED 230 165
Computers and the Classroom. A Resource Guide. ED 230 167
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 1: Description of Research Methods and Results. Final Report. ED 230 199
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report. ED 230 200
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3. ED 230 175

***Computer Managed Instruction***
A Soft Sell for Hardware: The Use of Microcomputer Technology for Cost Effective Special Education Management. ED 229 904
Computers and the Classroom. A Resource Guide. ED 230 167
Computers in Education. Proceedings of the South African Congress. = Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse Kongres. ED 230 182
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3. ED 230 175
What a Special Education Management System Should Look Like--A Consumers Guide. A Fully Computerized Special Education Management System Overview. ED 229 907

***Computer Oriented Programs***
Black Boxes: The Developing World of Microcomputers. Conference Report. ED 230 193
Computer Literacy. CSBA Task Force Report. ED 229 867
Computer Literacy. Intelligent CAI. Proceedings of the 1982 Annual Conference of the Association for the Development of Computer-Based Instructional Systems. ED 230 181
Computer-Aided Telecommunications for the Deaf (A Prototype for the Hearing). Final Report. ED 230 197
Computerizing Your Attendance System. ED 229 829
Computers and the Classroom. A Resource Guide. ED 230 167
Computers in Education. Proceedings of the South African Congress. = Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse Kongres. ED 230 182
CAI Invention Strategies. ED 229 789
State Plan for Computer Utilization in North Carolina Public Schools. ED 230 191
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101. ED 230 176
Towards New Directions in Black Studies: Black Studies, the Computer Age. ED 230 216

***Computer Programs***
A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study. ED 230 198
A Soft Sell for Hardware: The Use of Microcomputer Technology for Cost Effective Special Education Management. ED 229 904
Computer Literacy: Five Year Plan, SY 1983-1987. Volume I. ED 230 165
Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17. ED 230 169
CAI Invention Strategies. ED 229 789
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2. ED 230 178
Essay Writer: A Program to Help Students through the Writing Process. ED 229 792
Evaluation of Microcomputer Software: How Valid Are the Criteria and Procedures? ED 230 171
High School Students Participate in a CAI Study Skills Program. ED 230 185
Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project No. P/24/1. ED 230 172
MCE Field Study Project. ED 230 174
PILOT: A Programming Language for Beginners. ED 229 905
Technical Specifications for Hardware and Software, and Maintenance in Support of Computer Literacy Program. Volume II. ED 230 166
The Microcomputer as an Efficient and Versatile Speech-Output Communication Aid. ED 229 908

***Computer Science***
The Relationship Between Academic Requirements and Job Requirements in Computer Science. ED 230 442

***Computer Science Education***
Computer Science Curriculum Development Guide. ED 230 168
Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17. ED 230 169

***Computer Simulation***
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101. ED 230 176

***Computer Uses in Education***
Computer Literacy. Intelligent CAI. Proceedings of the 1982 Annual Conference of the Association for the Development of Computer-Based Instructional Systems. ED 230 181
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3. ED 230 175

***Computers***
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds. ED 230 194
Computer Literacy: Five Year Plan, SY 1983-1987. Volume I. ED 230 165
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report. ED 230 200
Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World. ED 230 376
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World. ED 230 375
Technical Specifications for Hardware and Software, and Maintenance in Support of Computer Literacy Program. Volume II. ED 230 166

***Concept Formation***
A Constructive Alternativist View of Children's Science. ED 230 365
Contextual Controls of Competence with "Before" and "After." ED 230 296
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982). ED 230 424
Levels of Meaning in Reading Comprehension of High School Students. ED 229 735
Preschool Children's Learning of Concepts at Four Levels of Abstraction. ED 230 311
Reassessing Foreign Language Aptitude: Communicative Competence and Second Language Acquisition. ED 230 031
The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density. ED 230 366

***Concept Teaching***
Four Principles for Designing Instructions. ED 229 616

***Concerns Questionnaire***
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice. ED 230 502

***Concerts***
Consumer Response to Arts Offerings: A Study of Theater and Symphony in Four Southern Cities. ED 230 450

***Conformity***
Parental Power and Behaviors as Antecedents of Adolescent Conformity. ED 229 708

***Congenital Impairments***
Children with Spina Bifida: Why Do They Fail in School? ED 229 902

***Connected Discourse***
Using Lecture Transcripts in EAP Lecture Comprehension Courses. ED 230 040

***Conservation (Concept)***
Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation. ED 230 279

***Conservation (Environment)***
Environmental Education Manual. Teacher's Guide to Environmental Education. ED 230 436
Establishing Data-Exchange Networks Through Data Management & Telecommunications. ED 230 184

***Consolidated Schools***
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State. ED 229 588

***Consortia***
Assessment Placement: A Design for Student Success and Institutional Planning for the 1980's. Management Report, 1983-3/4. ED 230 234

***Construction (Process)***
Competency Based Education Curriculum for Energy Efficient Building Construction. ED 229 611
Heavy Equipment Operator: General Equipment Operator. Instructional Materials. ED 229 544

***Construction Industry***
Heavy Equipment Operator Instructional Materials. Basic Core. Volume I. ED 229 543
Heavy Equipment Operator: General Equipment Operator. Instructional Materials. ED 229 544

***Construction Materials***
Competency Based Education Curriculum for Energy Efficient Building Construction. ED 229 611

***Consultants***
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators. ED 230 485

***Consultation Programs***
A Cooperative Adventure: The Integration of Physical Therapy Services into North Carolina's Schools. ED 229 976
The Vital Link: Developing an Effective Continuum of Intervention to Meet the Needs of Emotionally/Behaviorally Disordered Students. ED 230 003
The W.A. Peer Process Consultancy Project: Action Research as Inset for Principals. ED 229 836

***Consumer Education***
The Federal Government's Perspective for Funding Consumer Education. ED 229 640

***Consumer Protection***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the American Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes. ED 229 683
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the Americna Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes. ED 229 684

***Content Analysis***
Anonymous Attribution in "Time" and "Newsweek": Frequency and Form. ED 229 796
Latinos and Public Broadcasting: Developing a Research Agenda. ED 230 653
Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273. ED 229 720
On Training Students to Extract Gist from Expository Text. ED 229 736
Poetry Instruction: Do Basals Follow Recommended Procedures? ED 229 755
The News Quality Index: An Instrument for Assessing Local TV News. ED 229 775

***Content Area Reading***
Does the Ability or Inability to Comprehend Effect the Mathematics Problem Solving Ability of Seventh Grade Students. ED 229 741
Effectiveness of a Preservice Course in Reading in the Secondary School. ED 229 732
On Training Students to Extract Gist from Expository Text. ED 229 736
Preparing Industrial Education Teachers as Reading Specialists. ED 229 525
Teaching Communication and Reading Skills in the Content Areas. ED 229 737

***Content Area Writing***
Contract Learning in the Traditional Technical Writing Class. ED 230 210
Teaching Communication and Reading Skills in the Content Areas. ED 229 737

***Content Validity***
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications. ED 230 622

***Context Effect***
Context Effects in Teacher Evaluation. ED 230 581
Contextual Controls of Competence with "Before" and "After." ED 230 296

***Contingency Management***
Affective Management Strategies for Behavior Disordered Students--Elementary and Secondary Levels. ED 229 993
Effect of Task and Authority Structures on Student Task Engagement. ED 230 416

***Continuing Education***
A Statewide Program Network That Works. NCCSCE Working Paper Series. ED 230 219
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education. ED 229 630
Beyond Needs Assessment to Marketing Continuing Education in Nursing. ED 230 608
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program". ED 229 569
Marketing as a Tool for Maximizing the Utilization of Findings from Outcome Evaluation. ED 230 595
Research for Policy: Faculty Perceptions and Policy Modifications to Enhance the Role of Continuing Education. ED 230 147
Strengthening College/Company Cooperation: An Ohio Perspective. ED 230 078
The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities. ED 230 079

***Contracts***
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 9. ED 230 113
Unionization Among College Faculty, 1982. ED 230 141

***Conventional Testing***
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1. ED 230 627

***Conversation Theory***
Learning Styles and Learning Strategies. I. Conversation Theory--The Work of Gordon Pask. 1983:01. ED 230 562

***Conversational Language Courses***
English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project. ED 230 024
Marathi Conversational Situations. ED 230 046
Using the Discussion Group Technique in the ESL Conversation Class. ED 230 022

***Cooking Instruction***
Food for Thought: A Cooking Approach to Reading. ED 230 303
Food Service Worker. A Competency Based Instructor's Guide Including Student Modules for Food Management, Production and Services. ED 229 520
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculum. ED 229 521
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curriculum. ED 229 522
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curriculum. ED 229 523

***Cooper (Kent)***
The U.S. Government's Assistance to the AP's World-Wide Expansion: 1912-1948. ED 229 778

***Cooperating Teachers***
Selected Characteristics of Public School Cooperating Teachers as Evaluated by Student Teachers. ED 230 535

***Cooperation***
Interagency Cooperation: Miracle or Mirage? A Study of Interagency Cooperation in the Delivery of Special Education and Related Services. ED 229 997
The Significance of Vocational-Technical Education in World-Wide Development. ED 229 639

***Cooperative Education***
An Interim Report on the National Child Labor Committee's Research in Secondary School Cooperative Education. ED 229 524
Cooperative Education Employer's Guide. ED 230 209
Cooperative Education. Information Series No. 253. ED 229 578
Helping Youth Become More Responsible. ED 229 558
Home Economics Careers in Food Service. ED 229 647
Home Economics Careers in Food Service. Teacher Guide. ED 229 648
National Perspective on Cooperative Education. ED 229 652
Rural Renaissance: Implications for Higher Education. ED 230 338

***Cooperative Planning***
Leader's Guide to Developing Career Education Programs. Revised. ED 229 651
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice. ED 230 496
Small School Vocational Cooperative. ED 229 586

***Cooperative Programs***
A Comparison between Business and Industry Linkage Structures in Pennsylvania Community and Junior Colleges and Those Described in the Literature. ED 230 253
A Review of Distance Education in Ontario Universities. ED 230 097
A Statewide Program Network That Works. NCCSCE Working Paper Series. ED 230 219
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment. ED 230 111
Corporations and Public Education in the Cities. ED 230 648
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice. ED 230 496
Small School Vocational Cooperative. ED 229 586
Strengthening College/Company Cooperation: An Ohio Perspective. ED 230 078
University-Industry Research Relationships. Myths, Realities and Potentials. Fourteenth Annual Report of the National Science Board. ED 230 115

***Coordination***
Displaced Workers: A Challenge for Voc Ed. Information Series No. 255. ED 229 579
State Implementation Grant for Preschool Handicapped Children. Final Report, September 1, 1981 to August 31, 1982. ED 229 920

***Coping***
An Exploratory Study of Learning Disabilities in College Students. ED 229 995
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies. ED 229 644
Disability in Rural America: A Four-County Needs Assessment. Final Report. ED 229 626
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films. ED 229 622
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report . ED 229 563
Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document. ED 229 625
Stress and Children: A Theoretical Overview. ED 230 542
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series. ED 229 663
Support Systems: Inservice Education: Teacher Effectiveness. ED 230 531

***Coppola (Francis Ford)***
The New Film Technologies: Computerized Video-Assisted Film Production. ED 229 807

***Core Curriculum***
An Evaluation of the Impact of the Basic Core of Course Offerings on Senior High School Programs. ED 230 632
Preparing for the Undergraduate Core Curriculum. ED 230 131
Task Force on Undergraduate Education, June 1, 1981. Final Report. ED 230 130

***Correlation***
A Factorial Study of Reasoning Tests. Technical Report 1982-6. ED 230 571

***Correspondence Study***
Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised. ED 230 359

***Cost of Education Indexes***
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7. ED 229 858

***Cost Effectiveness***
A Management Study of Personnel Policies and the Department of Personnel Services. ED 230 638
Analyzing Costs of Services. ED 229 931
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds. ED 230 194
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects. ED 230 449
Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report. ED 229 612
Cost Effectiveness in Evaluation Technical Assistance: Different Aspects of Measuring Cost and Outcomes. ED 230 616
Cost-Effective/Program-Effective Special Education Program Delivery. ED 229 991
Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report. ED 230 326
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 1. ED 230 444
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 2, Appendix Material. ED 230 445
Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982). ED 229 872
The Contribution of Education to U.S. Economic Growth, 1948-1973. ED 229 515
The Effects of the Timing of Feedback on Long-Term Knowledge Retention in PSI Courses. Final Report. ED 230 183
Trade-offs in Our Energy Future. ED 230 364

***Cost Estimates***
Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report. ED 229 612
Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office. ED 230 426

***Cost Indexes***
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7. ED 229 858
Inflation Measures for Schools and Colleges. ED 230 083

***Costs***
An Apple for the Teacher. ED 230 221
Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities. ED 230 161

***Council on Interracial Books for Children***
Puerto Ricans in Children's Literature and History Texts: A Ten-Year Update. ED 230 664

***Counseling***
NATCON 4. ED 229 571

***Counseling Effectiveness***
Operation Bridge. A Final Report. Book 1. ED 229 552
The Impact of Gestalt Group Psychotherapy on Parents' Perceptions of Children Identified as Problematic. ED 229 669

***Counseling Services***
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System. ED 230 609
Mental Health Services in a School of Dentistry. ED 229 677

***Counseling Techniques***
Characteristics of Japanese and Japanese Americans in Psychotherapy in Japan and the U.S. ED 229 668
Marital and Family Therapy for Alcohol Problems. ED 229 701
Meeting the Career Development/Counseling Guideline Needs of Limited English Proficient Students. ED 229 560
Meeting the Career Development/Counseling Needs of Disadvantaged Students. ED 229 561
NATCON 3. ED 229 570
NATCON 4. ED 229 571
Working with Chronically Dysfunctional Families. ED 229 688

***Counselor Role***
Counselors. Career Planning and Vocational Programming for Handicapped Youth. ED 229 604

***Counselor Training***
Model Secondary School Counselor Education Program. ED 229 673
Operation Bridge. A Final Report. Book 1. ED 229 552

***County School Districts***
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System. ED 230 609

***Course Content***
Teaching Freedom of Speech. ED 229 822

***Course Descriptions***
A Developmental Mathematics Program at the University of Minnesota. ED 230 408
Advanced Spanish Language Classes--The Semester Approach. ED 230 054

English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project. ED 230 024

Model Secondary School Counselor Education Program. ED 229 673

***Course Evaluation***

A Meta-Analytic Evaluation of an Interpersonal Skills Curriculum: Accumulating Evidence Over Successive Occasions. ED 230 149

Computer Science Curriculum Development Guide. ED 230 168

The Impact of Microcomputers on Composition Students. ED 229 791

***Course Objectives***

Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education. ED 230 104

The Minicourse Approach: What It Is and How It Works. ED 230 093

***Course Organization***

Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education. ED 230 098

***Course Taking Patterns***

The Impact of Selected Academic Curricular Variables on Achievement and Graduation of Open Admissions Students at an Urban Community College. ED 230 224

***Courses***

Course Registration Report: University of Hawaii, Community Colleges, Spring 1983. ED 230 242

***Court Doctrine***

Divorce in Australia. Working Paper No. 5. ED 229 692

Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases. ED 229 753

***Court Litigation***

Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases. ED 229 753

The Allure of Legalization Reconsidered: The Case of Special Education. ED 229 883

What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered. ED 229 878

***Court Role***

Divorce in Australia. Working Paper No. 5. ED 229 692

***Creationism***

Evolution versus Creationism: The Public Education Controversy. ED 230 421

Methods for Addressing Creation/Evolution Controversies in Iowa Schools. ED 230 419

***Creative Writing***

James Britton and John Keats: An Examination of the Theory and Practice of Composition. ED 229 758

***Creativity Tests***

Creative Achievement Tests in the Foreign Language Classroom. ED 230 057

***Creoles***

Pidginization and Creolization as Language Acquisition. ED 230 059

***Criterion Referenced Tests***

A Comparison of Reliability Estimates from Single and Double Administrations of Criterion-Referenced Tests. ED 230 580

Comparing Four Estimates of the Criterion-Referenced Standard for a Written Test. ED 230 617

Guidelines for Proficiency Tests. ED 230 589

***Critique Circle***

The Critique Circle: A Technique for Teaching Oral Performance Criticism. ED 229 812

***Cross Cultural Studies***

Cross-Cultural Perceptions of ESL Textbook Illustrations of the Human Figure. ED 230 041

Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82. ED 230 473

Student Writing: Some Notes on Definition and Measurement. ED 229 768

The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E. ED 230 472

***Cultural Activities***

A Successful French Weekend Camp. ED 230 055

What's Happening in June? ED 230 350

***Cultural Awareness***

Nontraditional Games in a Foreign Environment. ED 230 528

Rural Renaissance: Implications for Higher Education. ED 230 338

***Cultural Background***

Marathi Readings. ED 230 047

Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture. ED 230 343

People of Nova Scotia. Introduction to 30 World Cultures in Nova Scotia with Personal Stories, Poems and Viewpoints. Second Edition. ED 230 480

Study on the Development of Museums for Improved Integration of the Cultural Heritage into the Education System in French-Speaking African Countries. ED 230 456

Subregional Seminar on the Use of the Cultural Heritage in Education (Freetown, Sierra Leone, Africa, September 29-October 3, 1980). Final Report. ED 230 452

***Cultural Centers***

Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 1. ED 230 444

Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 2, Appendix Material. ED 230 445

***Cultural Context***

Context Effects in Teacher Evaluation. ED 230 581

***Cultural Differences***

Bilingual Special Education Personnel Preparation National Task-Oriented Seminar (Washington, D.C., March 19-21, 1981). A Workshop Report. ED 229 893

Characteristics of Japanese and Japanese Americans in Psychotherapy in Japan and the U.S. ED 229 668

Counseling Hearing Parents of Deaf Children about Deaf Identity and the Deaf Community. ED 229 979

Educational Pluralism and the Native American Student. ED 230 328

Planning for a Culturally Sensitive Program in the Preschool Setting. ED 230 009

Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project. ED 230 112

The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diverse Students. Final Report. Revision. ED 230 620

***Cultural Education***

Advanced Spanish Language Classes--The Semester Approach. ED 230 054

Study of School Programs for Alberta Natives. Executive Summary. ED 230 334

Study of School Programs for Alberta Natives. Inventory. ED 230 335

Study of School Programs for Alberta Natives. Technical Report. ED 230 336

Subregional Seminar on the Use of the Cultural Heritage in Education (Freetown, Sierra Leone, Africa, September 29-October 3, 1980). Final Report. ED 230 452

***Cultural Exchange***

A Utah Navajo History = Dineji Nakee' Naahane' ED 230 347

***Cultural Influences***

American Indian Education Handbook. ED 230 327

***Cultural Interrelationships***

The Hispanicization of the United States. ED 230 349

***Cultural Pluralism***

Educational Pluralism and the Native American Student. ED 230 328

***Culture Conflict***

Frozen and Forgotten: Stress among Alaskan Bush Teachers. ED 230 537

Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture. ED 230 343

***Curriculum***

Teaching America: East European Jewish Immigrants and the Public School Curriculum in Turn-of-the-Century New York City. ED 230 646

***Curriculum Design***

A Synopsis of Keeping Occupational Education Current: Formation and Evaluation--DACUM. ED 230 230

Application of a Model for Improving the Training and Education System of a Federal Agency. ED 229 541

Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document. ED 229 625

***Curriculum Development***

A Model of Curriculum Development in Rural Schools. ED 230 361

A Synopsis of Keeping Occupational Education Current: Formation and Evaluation--DACUM. ED 230 230

A Tool for Assessing and Revising the Science Curriculum. Revised Edition 1982. ED 230 420

Advancing the Liberal Arts. New Directions for Community Colleges, Number 42. ED 230 263

An Analysis of the Relationship between University Coursework and Field-Based Experience: A Question of Relevance. ED 230 512

Approaches to Research on Teaching: Implications for Curricular Theory and Practice. ED 230 536

Comprehensive Science Evaluation Project: Hudson County Community College. Final Report. ED 230 218

Computer Literacy. CSBA Task Force Report. ED 229 867

Computer Science Curriculum Development Guide. ED 230 168

Contributions to a Renewal of Language Learning and Teaching: Some Current Work in Europe. ED 230 070

Curricula for High-Risk and Handicapped Infants. ED 229 933

Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools. ED 229 843

Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World. ED 230 388

Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report. ED 230 200

Early Childhood Education 83/84. Annual Editions. Sixth Edition. ED 230 271

Implications of Structured Immersion for the ESL Elementary Curriculum. ED 230 038

International Leadership in Educational Technology. 1980 Summary Report. ED 230 173

Program Improvement Guide for Social Studies Education in Wisconsin. Revised. ED 230 465

Project Accommodate: Preparing Master Teachers to Provide Peer Inservice. ED 230 001

Report to the Humanities Department on Possible Contributions of the Academic Programs to Other Fraser Valley College Programs. ED 230 211

Revitalizing the Humanities in the Community College: Final Report, October 1, 1979--September 30, 1982. ED 230 250

State Plan for Computer Utilization in North Carolina Public Schools. ED 230 191

Study on the Development of Museums for Improved Integration of the Cultural Heritage into the Education System in French-Speaking African Countries. ED 230 456

Subregional Seminar on the Use of the Cultural Heritage in Education (Freetown, Sierra Leone, Africa, September 29-October 3, 1980). Final Report. ED 230 452

Teacher Preparation for Mainstreaming: Small College Case Study. ED 229 996

Teacher Workbook on Family Life Education. ED 229 685

Teacher's Guide to the Future. ED 230 469

Teaching America: East European Jewish Immigrants and the Public School Curriculum in Turn-of-the-Century New York City. ED 230 646

The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions. ED 229 538

The Status of Geography in North Dakota Secondary Schools. ED 230 461

Threshold Final Report: 1981-82 (Planning Year of a New Program for Young Adults with Special Needs). ED 229 935

***Curriculum Enrichment***

Cooperative Activities between High Schools and Colleges. ED 230 122

Overview of the American Indian Archeology in the Middle School Project. ED 230 470

***Curriculum Evaluation***

A Tool for Assessing and Revising the Science Curriculum. Revised Edition 1982. ED 230 420

Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report. ED 229 612

Curriculum Analysis as a Condition for Evaluation. ED 230 579

Study of School Programs for Alberta Natives. Inventory. ED 230 335

The AACSB Seminars on Business Communication: Their Content and Discussion of Their Implications for Business Communication Teachers. ED 229 815

***Curriculum Problems***

Comprehensive Science Evaluation Project: Hudson County Community College. Final Report. ED 230 218

***Curriculum Research***

Approaches to Research on Teaching: Implications for Curricular Theory and Practice. ED 230 536

***Cybernetics***

Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems. ED 230 186

***Daily Living Skills***

MCE Field Study Project. ED 230 174

NATCON 3. ED 229 570

Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82. ED 229 957

***Data Analysis***

Estimating Occupational Supply Information from Federal Reports: Issues and Concerns. ED 229 596

***Data Collection***

Analyzing Costs of Services. ED 229 931

Estimating Occupational Supply Information from Federal Reports: Issues and Concerns. ED 229 596

Interviewing Children - A Checklist for the I.A.I. Interviewer. Learning in Science Project. Working Paper. ED 230 594

Origins, Growth and Future Directions of the Pacific Telecommunications Council: An International Policy Delphi Study. ED 230 164

Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088. ED 230 492

The Relationship of Federal to Private Statistics. ED 230 598

***Database Management Systems***

Establishing Data-Exchange Networks Through Data Management & Telecommunications. ED 230 184

***Databases***

A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study. ED 230 198

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition. ED 229 507

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition. ED 229 508

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition. ED 229 509

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition. ED 229 510

Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition. ED 229 504

Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition. ED 229 505

Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition. ED 229 506

Classification Structures for Career Information. Volume III: Technical Information. Interim Edition. ED 229 511

Computer-Aided Telecommunications for the Deaf (A Prototype for the Hearing). Final Report. ED 230 197

Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17. ED 230 169

Establishing Data-Exchange Networks Through Data Management & Telecommunications. ED 230 184

Inventory of Data Sources in Science and Technology. A Preliminary Survey. ED 230 429

***Daughters***

In Futile Pursuit: Rejecting Mothers and Their Approval-Seeking Daughters. ED 229 697

Two Generations of Mothers and Daughters: Role Status and Interdependence. ED 229 671

***Day Care***

Caregivers of Infants and Toddlers: Instructor's Guide. ED 229 633

Intervening with High-Risk Families via Infant Daycare. ED 230 289

Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide. ED 229 635

Screening and Identification: Special Needs Children in Family Day Care. ED 229 924

Stimulating Language: Special Needs Children in Family Day Care. ED 229 925

When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care. ED 230 265

***Day Care Centers***

Day Care as Early Intervention for Children with Mild Developmental Delays. ED 230 010

Ideology and the Social Organization of Day Care. ED 230 274

The City University of New York Report on Child Care. Fall 1982. ED 230 304

***Day Students***

Bakersfield College Student Needs Assessment Survey. Spring Semester, 1983. ED 230 239

***Deaf Blind***

A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change. ED 230 014

***Deafness***

Counseling Hearing Parents of Deaf Children about Deaf Identity and the Deaf Community. ED 229 979

Investigations of Cognitive Strategies and Cognitive Flexibility in Hearing Impaired Children. Final Report. ED 229 889

***Deans***

Effective Schools, Colleges, and Departments of Education: The Dean is the Key. ED 230 549

***Death***

Elementary Death Education. ED 230 518

Geriatric Care. Module No. V. Health Occupations Education II. ED 229 661

***Debate***

Analysis in Lincoln-Douglas Debate. ED 229 811

Judging Criteria for Intercollegiate Limited Preparation Speaking Events. ED 229 823

***Debugging Aids***

Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17. ED 230 169

***Decentralization***

Forging Citizenship Values for the Post-Industrial Era. ED 230 466

***Deception***

In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception. ED 230 285

***Decimal Fractions***

Students' Conceptions of Decimal Numbers. ED 230 415

***Decision Making***

Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World. ED 230 368

Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools. ED 229 843

Decision Making at Child Welfare Intake: A Handbook for Practitioners. ED 230 302

Guidelines for Designing and Managing a Planning Process. ED 230 134

Man Meets Coast. A Game of Coastal Issues. ED 230 427

Private Rules in Career Decision Making. Special Publications Series No. 38. ED 229 608

The Political World of Urban Executives: A Test of the Democratic Paradigm. ED 229 828

Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings. ED 230 448

Using Program Priorities to Make Retrenchment Decisions: The Case of the University of Minnesota. ED 230 119

***Decision Making Skills***

The Vroom and Yetton Normative Leadership Model Applied to Public School Case Examples. ED 229 871

***Deep Springs College CA***

Education and Solipsism. ED 230 208

***Definitions***

Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 1: Identification and Program Planning. ED 229 948

***Degree Requirements***

A Survey: College Credit and Other Related ESL Issues. ED 230 023

Ph.D. and Ed.D. Program Adaptations for College Teachers. ED 230 163

***Degrees (Academic)***

Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3. ED 230 129

***Deinstitutionalization (of Disabled)***

Independent Living Rehabilitation: Program Development, Management, and Evaluation. ED 229 632

Planning and Operating Group Homes for the Handicapped. ED 229 642

***Delinquency***

Delinquency Level Classification Via the HEW Community Program Youth Impact Scales. ED 229 674

***Delivery Systems***

Access, a Demonstration Project: Entitlement for Indian Elders. Final Report. ED 230 319

An Administrator Views Programs for the Specific Learning Disability Student. ED 229 917

Cost-Effective/Program-Effective Special Education Program Delivery. ED 229 991

Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report. ED 230 326

Funding for Regional Programs for Handicapped Students. A Report Prepared at the Direction of the 1981 Legislative Assembly. Revisions April and May 1982. ED 229 938

Principals: Utilizing the Special Education Resources We Have. ED 229 961

Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 2: Service Delivery. ED 229 949

Shaping the Employer Role in Child Care. Preconference Workshop Papers Prepared for 1982 Annual Convention, National Association for the Education of Young Children (Washington, D.C., November 11, 1982). ED 230 268

Social and Health Service Utilization: A Path Analysis. ED 229 667

Strategies and Techniques for Mainstreaming. Revised. ED 229 936

Technology Transfer: Programs, Procedures, and Personnel. ED 230 244

The Study Circle: A Practical Scandinavian Pedagogy. ED 229 590

***Delphi Technique***

Origins, Growth and Future Directions of the Pacific Telecommunications Council: An International Policy Delphi Study. ED 230 164

***Demand Occupations***

Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume I: Forecast Summary. ED 229 535

Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume II: Forecast Details. ED 229 536

***Democratic Values***

Tocqueville, Garrison, and the Perfection of Journalism. ED 229 772

***Demography***

A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81. ED 230 560

***Demonstration Programs***

An Interim Report on the National Child Labor Committee's Research in Secondary School Cooperative Education. ED 229 524

Family, Infant, and Toddler (FIT) Guide. A Model for Rural Family-Implemented Educational Programs. ED 229 944

Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book. ED 229 562

Planning for Dissemination. Monograph Number 1. ED 229 839

***Demonstrations (Educational)***

Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive. ED 229 809

Physics Demonstration Experiments at William Jewell College. Revised Edition. ED 230 434

***Density***

The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density. ED 230 366

***Dental Schools***

Mental Health Services in a School of Dentistry. ED 229 677

***Dental Students***

Mental Health Services in a School of Dentistry. ED 229 677

***Department of Justice***

Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation. ED 230 139

***Depression (Psychology)***

Maternal Depression: A Source of Stress for Children. ED 230 313

***Deregulation***

Changing Public Interest Values in Broadcast Deregulation. ED 229 804

***Descriptive Writing***

Autobiography and Audience. ED 229 786

***Desegregation Effects***

The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston. ED 230 657

***Desegregation Methods***

Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation. ED 230 139

***Desegregation Plans***

Toward Increased Voluntary Interdistrict Integration in New York State. ED 229 852

***Desensitization***

Self-Control Desensitization and Test Anxiety. ED 229 695

***Design***

Mechanical Drawing and Design. ED 229 574

***Design Requirements***

Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems. ED 230 186

Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project No. P/24/1. ED 230 172

***Developed Nations***

Contribution to a Study on the Evolution of the Content of General Education (1970-1980). ED 230 458

The Significance of Vocational-Technical Education in World-Wide Development. ED 229 639

***Developing Nations***

An Annotated Guide to Current Periodicals in the Third World Resource Centre. ED 230 467

Consultation of Animators of Networks of Educational Innovation for Development. Unesco Conference (Bois du Rocher, September 8-12, 1980). Final Report. ED 230 457

Contribution to a Study on the Evolution of the Content of General Education (1970-1980). ED 230 458

Developing International Understanding in Teacher Education. ED 230 506

Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97. ED 230 323

Educational Innovation for Development. Revised. ED 230 455

Lifelong Teacher Education and the Community School. UIE Monographs 10.
ED 230 490

National Experience in the Use of Community Health Workers. A Review of Current Issues and Problems. WHO Offset Publication No. 71.
ED 229 555

The Minicourse Approach: What It Is and How It Works.
ED 230 093

The Network of Educational Systems for Development in Central America and Panama Project, 1975-1979. An Experiment in Technical Co-operation among Countries.
ED 230 453

The Significance of Vocational-Technical Education in World-Wide Development.
ED 229 639

***Developmental Disabilities***

Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980).
ED 229 890

Planning and Operating Group Homes for the Handicapped.
ED 229 642

***Developmental Stages***

Elementary Death Education.
ED 230 518

Levels of Meaning in Reading Comprehension of High School Students.
ED 229 735

Screening and Identification: Special Needs Children in Family Day Care.
ED 229 924

Towards a Lakatosian Programme of Research into Concept Development.
ED 230 584

***Developmental Studies Programs***

Questions and Answers Concerning the Higher Education Provisions of the RAISE Bill (Senate Bill 357).
ED 230 232

Remedial Education in California's Public Colleges and Universities: Campus Perspectives on a Serious Problem.
ED 230 227

Task Force on Undergraduate Education, June 1, 1981. Final Report.
ED 230 130

***Diabetes***

Project to Explore the Possibility of a Connection between a Family History of Diabetes Mellitus and School Learning and/or Behavior Problems in Students in Grades One to Eight.
ED 229 901

***Diagnostic Prescriptive Approach***

Meeting the Career Development/Counseling Needs of Disadvantaged Students.
ED 229 561

Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
ED 229 631

***Diagnostic Teaching***

Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
ED 229 631

***Diagnostic Tests***

Development of a Program Specific Locator Test. Final Report.
ED 229 595

Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
ED 229 631

***Dialogs (Language)***

Marathi Conversational Situations.
ED 230 046

***Diaries***

Teacher Exchange In England: A Model to Improve Writing in the Public Schools.
ED 230 543

***Dictionaries***

Controlled Composition or Composition out of Control? Using the Dictionary Effectively.
ED 230 056

***Dictionary of Occupational Titles***

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 507

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 508

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 509

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 510

Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 511

***Dietetics***

Sourcebook on Food and Nutrition. Third Edition.
ED 230 556

***Difficulty Level***

Preschool Children's Learning of Concepts at Four Levels of Abstraction.
ED 230 312

Risk Preference and Diagnosticity.
ED 229 711

Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II.
ED 230 557

Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV.
ED 230 558

Teachers' and Young Children's Perceptions of Task Persistence.
ED 230 275

The Effect of Item Format on Item Difficulty and Item Discrimination.
ED 230 582

***Dilemma Discussion Approach***

Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 388

***Disabilities***

A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.
ED 229 934

A Cooperative Adventure: The Integration of Physical Therapy Services into North Carolina's Schools.
ED 229 976

A Handbook for Helping Parents "Group."
ED 229 927

A Handicapped Child in the Family: Readings for Parents.
ED 229 925

A Model for Training Special Needs Students in a Regular Vocational-Technical School Setting.
ED 229 990

A Reference Guide for Secondary Career and Vocational Programming for Handicapped Students.
ED 229 956

A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska.
ED 229 952

Adapted Physical Education: Resource Manual.
ED 229 951

Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 598

Albuquerque Integration Outreach Project. Final Performance Report, July 1, 1981-June 30, 1982.
ED 229 886

Analyzing Costs of Services.
ED 229 931

Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980).
ED 229 946

Assessment of Basic Competencies: An Alternative to Intelligence Tests and A Training Manual.
ED 229 943

Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development. WESTAR Series Paper No. 14.
ED 229 937

Behavioral Assessment & Intervention: The Integrated Disciplinary Approach.
ED 230 000

Bilingual Special Education Personnel Preparation National Task-Oriented Seminar (Washington, D.C., March 19-21, 1981). A Workshop Report.
ED 229 893

Bronx Multidiscipline Special Education Bilingual Program. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 634

Building and Alliance for Children: Parents and Professionals.
ED 229 950

Communicating with Parents: Special Needs Children in Family Day Care.
ED 229 923

Competency-Based Teacher Education. State Series Paper Number 1.
ED 229 838

Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
ED 229 932

Counselors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 604

Creating Awareness: Special Needs Children in Family Day Care.
ED 229 926

Curricula for High-Risk and Handicapped Infants.
ED 229 933

Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report.
ED 230 326

Disability in Rural America: A Four-County Needs Assessment. Final Report.
ED 229 626

Family, Infant, and Toddler (FIT) Guide. A Model for Rural Family-Implemented Educational Programs.
ED 229 944

Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 435

Funding for Regional Programs for Handicapped Students. A Report Prepared at the Direction of the 1981 Legislative Assembly. Revisions April and May 1982.
ED 229 938

How the US Navy Can Help Take the Pain out of the Referral Process.
ED 229 983

Innovative Infant Stimulation Program as Being Executed by a South Louisiana School District.
ED 229 967

Interactive Videodisc for Special Education Technology. Final Report.
ED 230 187

Interagency Cooperation: Miracle or Mirage? A Study of Interagency Cooperation in the Delivery of Special Education and Related Services.
ED 229 997

Mainstreaming: Sharing Ideas, Strategies, Materials, Techniques.
ED 229 896

Maintaining Least Restrictive Environments and Least Restrictive Alternatives for Handicapped and Nonhandicapped Students in Regular Education Classrooms.
ED 229 981

Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.
ED 229 887

Minimum Competency Testing and Handicapped Children: Is There a Role for the School Psychologist?
ED 229 914

Orientation: Special Needs. Vocational Education for the Handicapped.
ED 229 638

Pairing--A Precursor to Mainstreaming.
ED 229 915

Parallel Alternate Curriculum--A Mainstreaming Implementation Program at the Secondary Level: Alternative Teaching Strategies Combined with Basic Skills.
ED 229 964

Parent Advocacy: Now More Than Ever Active Involvement in Educational Decisions.
ED 230 013

Parent Group Guide: Topics for Families of Young Children with Handicaps.
ED 229 945

Parents. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 605

Policies and Procedures Manual. Washington County Children's Program Outreach Project. Machias, Maine.
ED 229 929

Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 597

Principals. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 599

Project Accommodate: Preparing Master Teachers to Provide Peer Inservice.
ED 230 001

Psychologists. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 602

School Psychologists' Use of Nondiscriminatory Assessment: Implications for Educating Handicapped Minority Students.
ED 230 002

Screening and Identification: Special Needs Children in Family Day Care.
ED 229 924

Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior).
ED 229 892

Special Education for Exceptional Bilingual Students: A Handbook for Educators.
ED 229 899

Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery.
ED 229 985

State Implementation Grant for Preschool Handicapped Children. Final Report, September 1, 1981 to August 31, 1982.
ED 229 920

Strategies and Techniques for Mainstreaming. Revised.
ED 229 936

Strategies for Change.
ED 229 930

Student Evaluation Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 603

Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 601

Teacher Preparation for Mainstreaming: Small College Case Study.
ED 229 996

Teachers. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 600

The Allure of Legalization Reconsidered: The Case of Special Education.
ED 229 883

The ABCs of Special Education: A Handbook for Parents = El ABS Sobre Educacion Especial: Un Folleto para los Padres.
ED 229 921

The Communication Connection: The First Step toward an Integrated Program.
ED 229 965

The Effects of Project Interdependence.
ED 229 962

The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments.
ED 229 963

The Napa Infant Program. Final Program Performance Report, July 1, 1981-June 30, 1982.
ED 229 888

The Strategy Selection Matrix--A Guide for Individualizing Instruction.
ED 229 910

Training Surrogate Parents.
ED 229 986

Utilization of Parents and Peers in Self-Contained Classrooms.
ED 229 998

Vocational Education for the Handicapped: A Model for Appropriate Placement and Effective Teaching.
ED 229 980

What a Special Education Management System Should Look Like--A Consumers Guide. A Fully Computerized Special Education Management System Overview.
ED 229 907

What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered.
ED 229 878

***Disadvantaged***

Food and Nutrition.
ED 229 646

Intervening with High-Risk Families via Infant Daycare.
ED 230 289

Meeting the Career Development/Counseling Needs of Disadvantaged Students.
ED 229 561

Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book.
ED 229 562

Orientation: Special Needs. Vocational Education for the Handicapped.
ED 229 638

***Disadvantaged Youth***

Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13.
ED 230 660

Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.
ED 229 724

***Discipline***

A Counselling Approach to Punishment of Children: A Review.
ED 230 291

Alternatives to Behavioral Classroom Management.
ED 229 987

Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior.
ED 230 308

Role Dilemmas of the Professional Educator as Researcher: Blessing or Curse?
ED 230 550

The Use of Restitution and Time-Out for Destructive Behavior in Emotionally Disturbed Children.
ED 229 969

Three Keys to Successful Staff Development: Evaluation, Participant Planning and School-Based Programming.
ED 230 526

***Discipline Policy***

An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice.
ED 230 498

Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2.
ED 229 653

***Discourse Analysis***

Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
ED 229 720

Tacit Knowledge of Questioning Strategies: An Aspect of Teachers' Practical Knowledge.
ED 230 516

***Discrepancy Evaluation Model***

A Utilization-Focused Procedure for Prioritizing Evaluation Questions in the Discrepancy Model.
ED 230 577

***Discussion (Teaching Technique)***

A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 102

Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 388

Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive.
ED 229 809

Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 101

Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 103

Tacit Knowledge of Questioning Strategies: An Aspect of Teachers' Practical Knowledge.
ED 230 516

Talking: The Neglected Part of the Writing Process.
ED 229 762

***Diseases***

How Do You Feel? = Koj Puas Xis Nyob? English-Hmong Medical Handbook.
ED 230 049

***Disfunctional Families***

Working with Chronically Dysfunctional Families.
ED 229 688

***Displaced Workers***

Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229 579

***Distance Education***

A Review of Distance Education in Ontario Universities.
ED 230 097

Learning the New Way: Giving and Taking Instruction by Telecommunications.
ED 230 008

***Distributive Education***

Business Management & Ownership.
ED 229 542

***District of Columbia Public Schools***

Computer Literacy: Five Year Plan, SY 1983-1987. Volume I.
ED 230 165

Technical Specifications for Hardware and Software, and Maintenance in Support of Computer Literacy Program. Volume II.
ED 230 166

***Divergent Thinking***

The Ideaphoria Worksamples as Measures of Divergent Thinking. Technical Report 1982-7.
ED 230 592

***Divorce***

Ambiguity and Role Transition in the Post-Divorce Family: A Symbolic Interactional Approach to Role Adjustment.
ED 229 699

Divorce in Australia. Working Paper No. 5.
ED 229 692

Financial Dislocations among Divorcing Families.
ED 229 707

***Doctoral Degrees***

Ph.D. and Ed.D. Program Adaptations for College Teachers.
ED 230 163

Science and Engineering Doctorates: 1960-81. Special Report.
ED 230 438

Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile.
ED 230 389

***Documentaries***

Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 189

***Donors***

Fundraising for Early Childhood Programs: Getting Started and Getting Results.
ED 230 269

***Dormitories***

Utilization of Residence Hall Facilities, Fall 1982 with Trends from Fall 1974. Report No. 9-82.
ED 230 082

***Drama***

Guided Imagery as a Bi-Modal Approach to Preparation for Performance.
ED 229 803

***Dramatics***

The Critique Circle: A Technique for Teaching Oral Performance Criticism.
ED 229 812

***Drinking***

Marital and Family Therapy for Alcohol Problems.
ED 229 701

***Dropout Characteristics***

A Multivariate Analysis of Termination Status in a Rural Community Mental Health Center.
ED 229 666

***Dropout Prevention***

Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films.
ED 229 622

***Dropouts***

Behavioral Effects of Relaxation Training Among Rural Preadolescents.
ED 230 340

***Drug Abuse***

Drug Use Among Native American Youth: Summary of Findings (1975-1981).
ED 230 341

1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data.
ED 229 672

***Drug Therapy***

Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers.
ED 230 344

***Drug Use***

Drug Use Among Native American Youth: Summary of Findings (1975-1981).
ED 230 341

1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data.
ED 229 672

***Drying Beds***

Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 406

***Dual Career Family***

WASPs (Wives As Senior Partners).
ED 229 716

***Due Process***

What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered.
ED 229 878

***Dyslexia***

Spatial Ability in Relatives of Reading-Disabled Children.
ED 229 721

***DACUM Process***

A Synopsis of Keeping Occupational Education Current: Formation and Evaluation--DACUM.
ED 230 230

***Early Childhood Education***

Competency-Based Teacher Education. State Series Paper Number 1.
ED 229 838

Early Childhood Education 83/84. Annual Editions. Sixth Edition.
ED 230 271

Readings: Early Childhood Education.
ED 230 267

***Early Experience***

A Follow-Up Study: Open Education as Evaluated by Students Seven Years Later. Part I, 1973 - 1980; Part II, 1975 - 1982.
ED 230 288

Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation.
ED 230 283

***Early Parenthood***

Teenage Pregnancy: A Critical Family Issue.
ED 230 649

***Ecological Factors***

The Social Ecology of the Newspaper.
ED 229 776

***Ecology***

Environmental Education Manual. Teacher's Guide to Environmental Education.
ED 230 436

Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 435

Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452.
ED 230 440

Man Meets Coast. A Game of Coastal Issues.
ED 230 427

***Economic Change***

Inflation Measures for Schools and Colleges.
ED 230 083

***Economic Climate***

Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17.
ED 230 092

The Major Impacts of the Baby Boom upon American Life, 1945-2050.
ED 230 478

***Economic Development***

An Annotated Guide to Current Periodicals in the Third World Resource Centre.
ED 230 467

Career and Vocational Education in Ohio for the 1980's and Beyond.
ED 229 545

Development for Women? The 1981-85 Moroccan Plan Considered.
ED 230 474

Education and Local Development in Australian Rural Areas. Research Study No. 74.
ED 230 325

Education, Productivity and the National Economy. A Research Initiative of the National Institute of Education.
ED 229 513

Educational Innovation for Development. Revised.
ED 230 455

Greater Baltimore Commitment: A Study of Urban Minority Economic Development.
ED 230 659

The Contribution of Education to U.S. Economic Growth, 1948-1973.
ED 229 515

The Economic and Social Impacts of the Transition from the Industrial Society to a Computer Literate, High Technology, Information Society.
ED 229 591

The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 582

The Significance of Vocational-Technical Education in World-Wide Development.
ED 229 639

***Economic Factors***

Developing International Understanding in Teacher Education.
ED 230 506

Foregone Earnings of College Students: A Microanalytic Approach.
ED 230 158

***Economic Growth***

The Contribution of Education to U.S. Economic Growth, 1948-1973.
ED 229 515

***Economic Opportunities***

Greater Baltimore Commitment: A Study of Urban Minority Economic Development.
ED 230 659

***Economic Research***

Education, R and D, and Productivity Growth. Revised.
ED 229 517

The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research.
ED 229 514

***Economic Status***

A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois.
ED 229 567

Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling.
ED 229 516

***Economics***

Economics, Work, and Mental Health: Implications for Primary Prevention.
ED 229 702

***Economics Education***

Our Economy: How It Works. Activities and Investigation. Teacher's Edition.
ED 230 277

***Editing***

A Survey of Revision Practices in Today's Advanced Composition Course.
ED 229 794

Client Oriented Management Documents.
ED 229 783

Editing in Technical Communication: Theory and Practice in Editing Processes at the Graduate Level.
ED 229 790

***Editorials***

Amnesty in the New York Times: A Quantitative Case Study.
ED 230 481

***Education and Local Development Project***

Education and Local Development in Australian Rural Areas. Research Study No. 74.
ED 230 325

***Education for All Handicapped Children Act***

The Allure of Legalization Reconsidered: The Case of Special Education.
ED 229 883

The ABCs of Special Education: A Handbook for Parents = El ABS Sobre Educacion Especial: Un Folleto para los Padres.
ED 229 921

***Education Amendments 1976***

The Federal Government's Perspective for Funding Consumer Education.
ED 229 640

***Education Consolidation and Improvement Act***

School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report.
ED 229 832

The Federal Government's Perspective for Funding Consumer Education.
ED 229 640

***Education Courses***

Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools.
ED 230 320

***Education Majors***

Ph.D. and Ed.D. Program Adaptations for College Teachers.
ED 230 163

The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time.
ED 230 508

The Process of Deciding "Not" to Become a Teacher.
ED 230 515

***Education North Project***
The Education North Evaluation Project. Final Report.
ED 230 342
***Education Work Relationship***
Business and the Future of Education. Sequoia Action Brief #1.
ED 229 826
Comparing and Contrasting Master of Agriculture and Master of Science Alumni.
ED 230 136
Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982).
ED 229 527
Foregone Earnings of College Students: A Microanalytic Approach.
ED 230 158
National Perspective on Cooperative Education.
ED 229 652
New Links Between General Education and Business Careers. Liberal Learning and Careers Series.
ED 230 117
The AACSB Seminars on Business Communication: Their Content and Discussion of Their Implications for Business Communication Teachers.
ED 229 815
The Job Market for College Graduates, 1960-1990.
ED 229 880
The Relationship Between Academic Requirements and Job Requirements in Computer Science.
ED 230 442
Towards an Explanation of Leisure Services Practitioner Attrition: A Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics.
ED 230 152
Vocational Education for Immigrant and Minority Youth. Information Series No. 257.
ED 229 583
***Educational Administration***
Management Functions of Secondary Vocational Teachers in Kansas with Implications for Pre-Service and In-Service Education.
ED 229 512
Some Issues in Pre-School Education.
ED 230 290
The Empty Set and Teaching Educational Administration: An Australasian Dreaming.
ED 229 834
***Educational Assessment***
A Model of Curriculum Development in Rural Schools.
ED 230 361
Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools.
ED 230 320
Design of the National Assessment of Educational Progress. Final Report.
ED 230 623
Development of the National Assessment of Educational Progress.
ED 230 618
Director's Report to the Congress on the National Assessment of Educational Progress.
ED 230 619
Educational Planning and Development in Africa: An Assessment of the Endeavors of Cameroon and Togo.
ED 230 476
Impact of a Major National Evaluation Study: Israel's Van Leer Report.
ED 230 625
Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Project (COMP).
ED 230 094
Mathematics Achievement and Attitude Productivity in Junior High School.
ED 230 394
Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives.
ED 230 411
National Assessment of Educational Progress.
ED 230 596
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report.
ED 230 360
Study of School Programs for Alberta Natives. Executive Summary.
ED 230 334
Study of School Programs for Alberta Natives. Inventory.
ED 230 335
Study of School Programs for Alberta Natives. Technical Report.
ED 230 336
Survey of Basic Skills: Grade 3 and Grade 6 - 1982. School Report for John M. Gomes Elementary. California Assessment Program.
ED 230 610
The 'I and We' of Accountability: An Example of Meta-Evaluation in Educational Administration.
ED 229 837
The Practice SSAT-II. and Test Administration Manual for the Practice SSAT-II.
ED 230 561
The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980.
ED 230 116
***Educational Attainment***
Education of the Mexican American in the United States: Progress and Stalemate.
ED 230 352
Hispanics' Education and Background: Predictors of College Achievement.
ED 230 665
Postsecondary Educational Attainment among Whites and Blacks.
ED 230 142
***Educational Attitudes***
Base Line Survey of Wisconsin Legislators on Vocational Education.
ED 229 529
***Educational Background***
Education, Management Style, and Organizational Effectiveness. Revised Version.
ED 229 617
The Relationship Between Academic Requirements and Job Requirements in Computer Science.
ED 230 442
***Educational Benefits***
Community Education and Housing Needs.
ED 229 619
Cooperative Education. Information Series No. 253.
ED 229 578
Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling.
ED 229 516
Education, R and D, and Productivity Growth. Revised.
ED 229 517
National Perspective on Cooperative Education.
ED 229 652
The Contribution of Education to U.S. Economic Growth, 1948-1973.
ED 229 515
***Educational Brokerage***
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
ED 229 569
***Educational Certificates***
Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3.
ED 230 129
Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report.
ED 230 262
***Educational Change***
American and Canadian Social Studies Texts - Recent Changes in Readability.
ED 230 460
Contribution to a Study on the Evolution of the Content of General Education (1970-1980).
ED 230 458
Forging Citizenship Values for the Post-Industrial Era.
ED 230 466
National Task Force to Redefine the Associate Degree: A Preliminary Presentation.
ED 230 229
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System.
ED 230 633
Rural Education: A Glimpse at the Future.
ED 230 345
Staff Development for School Improvement: An Illustration.
ED 230 534
***Educational Cooperation***
Corporations and Public Education in the Cities.
ED 230 648
Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229 579
Pairing--A Precursor to Mainstreaming.
ED 229 915
***Educational Counseling***
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report.
ED 230 246
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project.
ED 230 112
***Educational Demand***
Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982).
ED 229 872
***Educational Development***
Development for Women? The 1981-85 Moroccan Plan Considered.
ED 230 474
Educational Innovation for Development. Revised.
ED 230 455
Educational Planning and Development in Africa: An Assessment of the Endeavors of Cameroon and Togo.
ED 230 476
Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982).
ED 229 872
Some Issues in Pre-School Education.
ED 230 290
The Network of Educational Systems for Development in Central America and Panama Project, 1975-1979. An Experiment in Technical Co-operation among Countries.
ED 230 453
***Educational Diagnosis***
Assessment Placement: A Design for Student Success and Institutional Planning for the 1980's. Management Report, 1983-3/4.
ED 230 234
Semi-Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982.
ED 230 248
Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982.
ED 230 247
Special Education for Exceptional Bilingual Students: A Handbook for Educators.
ED 229 899
***Educational Environment***
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports.
ED 230 270
Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools.
ED 229 843
Intervening with High-Risk Families via Infant Daycare.
ED 230 289
Report on the Results of a Survey of Northwestern High School Staff. High School Improvement Project, June 1982.
ED 230 663
Schooling and the Composing Process.
ED 229 795
To Each Its Own: School Context and School Change.
ED 229 842
***Educational Equity (Finance)***
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois.
ED 229 587
Public School Finance: Prognosis for the 1980s. Working Papers in Education Finance, Paper No. 36.
ED 229 863
School Finance Reforms and Big-City Fiscal Problems. Working Papers in Education Finance, Paper No. 16.
ED 229 861
Small School Vocational Cooperative.
ED 229 586
Tax Credits for Education.
ED 229 870
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State.
ED 229 588
***Educational Facilities***
A Study of Colorado's Four-Day School Week Program As It Relates to Utilization of School Facilities.
ED 230 337
***Educational Finance***
Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85.
ED 230 126
Enhancing Economic Stability Utilizing the High Technologies in Community Colleges: A Case Study.
ED 230 259
Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982).
ED 229 872
Higher Education Financing in the Fifty States: Significance for the 'Adams' States.
ED 230 109
How States Compare in Financial Support of Higher Education, 1982-83.
ED 230 160
Public School Finance: Prognosis for the 1980s. Working Papers in Education Finance, Paper No. 36.
ED 229 863
Some Issues in Pre-School Education.
ED 230 290
The Future of Higher Education.
ED 230 159
The Prospects for Financing Elementary/Secondary Education in the States. Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education. Volume 1.
ED 229 884
The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980.
ED 230 116
***Educational History***
A History of the American Sociological Association, 1905-1980.
ED 230 462
National Task Force to Redefine the Associate Degree: A Preliminary Presentation.
ED 230 229
Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860.
ED 230 150
***Educational Improvement***
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
ED 230 621
Research on SACS: Does Accreditation Really Matter?
ED 229 841
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report.
ED 229 832
Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office.
ED 230 426
Staff Development for School Improvement: An Illustration.
ED 230 534
The LEA's Perspective of Change: The Case for Directed Development.
ED 229 875
The School Improvement Program in Victoria, or, How to Play the New Game.
ED 229 835
***Educational Innovation***
Consultation of Animators of Networks of Educational Innovation for Development. Unesco Conference (Bois du Rocher, September 8-12, 1980). Final Report.
ED 230 457
Educational Innovation for Development. Revised.
ED 230 455
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report .
ED 229 563
The LEA's Perspective of Change: The Case for Directed Development.
ED 229 875
***Educational Legislation***
Director's Report to the Congress on the National Assessment of Educational Progress.
ED 230 619
Questions and Answers Concerning the Higher Education Provisions of the RAISE Bill (Senate Bill 357).
ED 230 232
***Educational Media***
International Leadership in Educational Technology. 1980 Summary Report.
ED 230 173
***Educational Methods***
An Administrator Views Programs for the Specific Learning Disability Student.
ED 229 917
***Educational Needs***
Disability in Rural America: A Four-County Needs Assessment. Final Report.
ED 229 626
Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97.
ED 230 323
Entrepreneurship Education for Women: A Research Review and Agenda.
ED 230 459
OCETA Job Preparation Research Project. Final Report.
ED 229 526
Teacher's Guide to the Future.
ED 230 469
Technical and Vocational Education for Women--The Way Ahead.
ED 229 533
Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229 592
The Economic and Social Impacts of the Transition from the Industrial Society to a Computer Literate, High Technology, Information Society.
ED 229 591
The Status of Geography in North Dakota Secondary Schools.
ED 230 461
Trends in Innovation: Basic Education in Africa.
ED 230 454
Vocational Education Tool and Equipment Inventory.
ED 229 546
***Educational Objectives***
A Tool for Assessing and Revising the Science Curriculum. Revised Edition 1982.
ED 230 420
ACTFL Provisional Proficiency Guidelines.
ED 230 072
Context Effects in Teacher Evaluation.
ED 230 581
Evaluation of Microcomputer Software: How Valid Are the Criteria and Procedures?
ED 230 171
Faculty Reported Use of Research in Teacher Preparation Courses: Six Instructional Scenarios.
ED 230 514
Ideology and the Social Organization of Day Care.
ED 230 274
Marketing as a Tool for Maximizing the Utilization of Findings from Outcome Evaluation.
ED 230 595
Marketing Education: A Future Perspective. Special Publication Series No. 37.
ED 229 645
Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives.
ED 230 411
Organizing a Community School: A Primer for Citizens.
ED 230 447
Social Studies Objectives, K-12.
ED 230 479
Using Program Priorities to Make Retrenchment Decisions: The Case of the University of Minnesota.
ED 230 119
***Educational Philosophy***
Early Childhood Education 83/84. Annual Editions. Sixth Edition.
ED 230 271
Education and Solipsism.
ED 230 208
Status of Open Door Admissions. Issues, Trends and Projects Committee Report No. 1.
ED 230 214
***Educational Planning***
Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982).
ED 229 527
Educational Planning and Development in Africa: An Assessment of the Endeavors of Cameroon and Togo.
ED 230 476
Marketing Education: A Future Perspective. Special Publication Series No. 37.
ED 229 645
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 577
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report.
ED 230 360
Program Improvement Guide for Social Studies Education in Wisconsin. Revised.
ED 230 465
The Economic and Social Impacts of the Transition from the Industrial Society to a Computer Literate, High Technology, Information Society.
ED 229 591
***Educational Policy***
Action Research in a University Laboratory School: An Interview Study.
ED 230 613
Career and Vocational Education in Ohio for the 1980's and Beyond.
ED 229 545
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. a Project Report.
ED 229 606
Granting Credit for College Proficiency and Regents External Degree Examinations in New York State: A Summary of Institutional Policies, 1981-82.
ED 230 114
Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow.
ED 230 121
National Perspective on Cooperative Education.
ED 229 652
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report.
ED 230 360
Policies and Procedures Manual. Washington County Children's Program Outreach Project. Machias, Maine.
ED 229 929
Running the Local Gauntlet: Fresh Insights to District Problems. and Reclaiming Urban Schools: A Modest Proposal. IFG Policy Perspectives, Winter 1983.
ED 229 855
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery.
ED 229 988
***Educational Practices***
A Counselling Approach to Punishment of Children: A Review.
ED 230 291
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. a Project Report.
ED 229 606
Educational Planning and Development in Africa: An Assessment of the Endeavors of Cameroon and Togo.
ED 230 476
Readings: Early Childhood Education.
ED 230 267
Study on the Development of Museums for Improved Integration of the Cultural Heritage into the Education System in French-Speaking African Countries.
ED 230 456
Trends in Innovation: Basic Education in Africa.
ED 230 454
What Effective Schooling Research Says to Migrant Education Program Planners.
ED 230 354
***Educational Quality***
Education of the Mexican American in the United States: Progress and Stalemate.
ED 230 352
Identification of Exemplary Schools: A Secondary Analysis of Sixth Grade Data from the California Assessment Program.
ED 230 593
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys.
ED 230 363
Remedial Education in College: The Problem of Underprepared Students.
ED 230 118
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303.
ED 229 831
Understanding Adolescence: Issues and Implications for Effective Schools.
ED 229 664
***Educational Radio***
A Case Study on Educational Materials and Media in Japan.
ED 230 195
School Broadcasting in Scottish Schools. Report of the Inter-College Research Project on School Broadcasting.
ED 230 190
***Educational Research***
A Literature Search as a Data Source for the Development of a Student Teacher Evaluation System and the Identification of One Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report No. 83-2.
ED 230 546
Adult Education.
ED 229 503
Approaches to Research on Teaching: Implications for Curricular Theory and Practice.
ED 230 536
Essential Knowledges and Skills for Beginning Principals.
ED 229 873
Faculty Reported Use of Research in Teacher Preparation Courses: Six Instructional Scenarios.
ED 230 514
Faculty Research Development Workshop. Final Report (October 1978 - March 1982).
ED 230 125
Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching.
ED 229 559
Labor Force-Related Outcomes, Education-Related Outcomes, and Public Acceptance of Vocational Education.
ED 229 593
Naturalistic Inquiry: Paradigm and Method.
ED 230 574
Proceedings of the Annual National Agricultural Education Research Meeting (9th, St, Louis, Missouri, December 3, 1982).
ED 229 519
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter).
ED 230 096
Technical Works for Basic Skills Assessment Programs. Final Report.
ED 230 628
The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research.
ED 229 514
The Scholarly Ethos in Schools of Education.
ED 230 600
What Effective Schooling Research Says to Migrant Education Program Planners.
ED 230 354
***Educational Resources***
A Secondary Curriculum Guide for Health Occupations Education in Washington State.
ED 229 585
Exemplary Programs for Adults. A Resource of Exemplary Adult Education Programs Selected by the DNAE Advisory Panel.
ED 230 026
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys.
ED 230 363
Resources in Education (RIE). Volume 18, Number 10.
ED 229 502
Sourcebook on Food and Nutrition. Third Edition.
ED 230 556
***Educational Responsibility***
A Telephone Survey of Community Attitudes Toward Sex Education.
ED 230 495
Responsibilities of Physical Education to the Total Person. The Alliance Scholar Lecture 1982.
ED 230 554
***Educational Status Comparison***
Education of the Mexican American in the United States: Progress and Stalemate.
ED 230 352
***Educational Strategies***
Design of the National Assessment of Educational Progress. Final Report.
ED 230 623
Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching.
ED 229 559
Instruction and the Feedback Dilemma.
ED 230 547
Six Years of Title I Evaluation Technical Assistance: Past Strategies and Measurement of Effectiveness.
ED 230 602
What Effective Schooling Research Says to Migrant Education Program Planners.
ED 230 354
***Educational Technology***
Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
ED 229 728
Six Years of Title I Evaluation Technical Assistance: Past Strategies and Measurement of Effectiveness.
ED 230 602
Towards New Directions in Black Studies: Black Studies, the Computer Age.
ED 230 216
***Educational Television***
A Case Study on Educational Materials and Media in Japan.
ED 230 195
A Comparison of Traditional and Television Lectures as a Means of Instruction in Biology at a Community College.
ED 230 264
A Review of Distance Education in Ontario Universities.
ED 230 097
A Telecourse Sourcebook for the 80s.
ED 230 241
School Broadcasting in Scottish Schools. Report of the Inter-College Research Project on School Broadcasting.
ED 230 190
***Educational Theories***
Curriculum and Instruction: Theory versus Practice in Selected Public School Settings.
ED 230 539
Instruction and the Feedback Dilemma.
ED 230 547
***Educational Trends***
An International Review of Applications in School Mathematics--the elusive El Dorado.
ED 230 443
Business and the Future of Education. Sequoia Action Brief #1.
ED 229 826
Contribution to a Study on the Evolution of the Content of General Education (1970-1980).
ED 230 458
Education for Environmental Planning and Conservation.
ED 230 391
Learning Disabilities at the Crossroads.
ED 229 958
Marketing Education: A Future Perspective. Special Publication Series No. 37.
ED 229 645
National Assessment of Educational Progress.
ED 230 596
Perfecting and Understanding Roles in Education. Proceedings of the Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983).
ED 230 321
Report to the Humanities Department on Possible Contributions of the Academic Programs to Other Fraser Valley College Programs.
ED 230 211
Rural Education: A Glimpse at the Future.
ED 230 345
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report.
ED 229 832
Status of Open Door Admissions. Issues, Trends and Projects Committee Report No. 1.
ED 230 214
Teacher Salaries in Oregon: A Longitudinal Study of Salaries of Teachers in Oregon Public Schools, Community Colleges, and the State System of Higher Education from 1971/72 through 1981/82.
ED 229 847
The Major Impacts of the Baby Boom upon American Life, 1945-2050.
ED 230 478
The Prospects for Financing Elementary/Secondary Education in the States. Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education. Volume 1.
ED 229 884
Trends in Innovation: Basic Education in Africa.
ED 230 454
***Educationally Disadvantaged***
High School to College Transition. Planning Issue Paper No. 3 (Revised).
ED 230 133
Remedial Education in College: The Problem of Underprepared Students.
ED 230 118
***Efficiency***
Comparing Efficiency between Public and Private Schools.
ED 229 877
***Electricity***
Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.
ED 229 565

Physics Demonstration Experiments at William Jewell College. Revised Edition. ED 230 434

***Electronic Equipment***
Technical Specifications for Hardware and Software, and Maintenance in Support of Computer Literacy Program. Volume II. ED 230 166

***Electronic Mail***
Computer-Aided Telecommunications for the Deaf (A Prototype for the Hearing). Final Report. ED 230 197

***Electronics***
Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7. ED 229 641

***Elementary School Curriculum***
School Broadcasting in Scottish Schools. Report of the Inter-College Research Project on School Broadcasting. ED 230 190

***Elementary School Mathematics***
A Research-Based Staff Development Model: The Premise and the Program. ED 230 523
Effect of Task and Authority Structures on Student Task Engagement. ED 230 416
The Development of Children's Understanding of Numerical Representation. Final Report. ED 230 410
The Effects of Group Size, Instructional Method, and Mode of Responding on the Acquisition of Mathematical Concepts by Fourth Grade Students. ED 230 390

***Elementary School Science***
A Constructive Alternativist View of Children's Science. ED 230 365
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982). ED 230 424
Methods for Addressing Creation/Evolution Controversies in Iowa Schools. ED 230 419

***Elementary School Students***
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports. ED 230 270
Automatic Processing of Word Meaning by Bilingual Children: Intralingual And Interlingual Interference. ED 230 272
Changes in Friendship During a School Year. ED 230 292
Food for Thought: A Cooking Approach to Reading. ED 230 303
Help-Seeking in Elementary Classrooms: An Observational Study. ED 230 286
Junior High School Transition Study, Volume VII. Executive Summary. ED 230 505
Readings: Early Childhood Education. ED 230 267
Relaxation/Covert Rehearsal for Problematic Children. ED 230 287
Request-Response Strategies Among Elementary Teachers and Students. ED 230 310
Some Prerequisites in Learning to Solve Figural Analogy Problems. ED 230 281
Students' Experience during and Response to Transition to Junior High School. Junior High School Transition Study, Volume IV. ED 230 503
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice. ED 230 502
The Development and Function of Print Awareness. ED 230 273
The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis. ED 229 876

***Elementary School Teachers***
A Research-Based Staff Development Model: The Premise and the Program. ED 230 523
Request-Response Strategies Among Elementary Teachers and Students. ED 230 310
Teachers' and Young Children's Perceptions of Task Persistence. ED 230 278

***Elementary Secondary Education Act Title I***
Cost Effectiveness in Evaluation Technical Assistance: Different Aspects of Measuring Cost and Outcomes. ED 230 616
Six Years of Title I Evaluation Technical Assistance: Past Strategies and Measurement of Effectiveness. ED 230 602

***Eligibility***
Financial Aid for Self-Supporting Students: Defining Independence. ED 230 081
Student Financial Aid in Florida. Consultants' Report. ED 230 124

***Emergency Programs***
Application of a Model for Improving the Training and Education System of a Federal Agency. ED 229 541

***Emotional Adjustment***
Ambiguity and Role Transition in the Post-Divorce Family: A Symbolic Interactional Approach to Role Adjustment. ED 229 699

***Emotional Development***
Caregivers of Infants and Toddlers: Instructor's Guide. ED 229 633
Caregivers of Infants and Toddlers: Student Laboratory Manual. ED 229 634

***Emotional Disturbances***
Affective Management Strategies for Behavior Disordered Students--Elementary and Secondary Levels. ED 229 993
Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children. E.S.E.A. Title VII Annual Evaluation Report, 1981-82. ED 230 639
Designing Structured Leisure Programs for Emotionally Handicapped Adolescents. ED 229 974
Parent Involvement in the Treatment of Disturbed Preschoolers. ED 229 982
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 1: Identification and Program Planning. ED 229 948
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 2: Service Delivery. ED 229 949
The Portsmouth Project (KIDS); A Successful Model Mainstream Program for Emotionally Handicapped Adolescents in Public Secondary Schools. ED 230 015
The Use of Restitution and Time-Out for Destructive Behavior in Emotionally Disturbed Children. ED 229 969
The Vital Link: Developing an Effective Continuum of Intervention to Meet the Needs of Emotionally/Behaviorally Disordered Students. ED 230 003

***Emotional Response***
In Futile Pursuit: Rejecting Mothers and Their Approval-Seeking Daughters. ED 229 697
Unfamiliar Instructional Practice and Its Relationship to Student Emotional Distress in the ESL Classroom. ED 230 034

***Empathy***
Interpersonal Empathy: A Training Program for Health Care Professionals. ED 229 824

***Employed Parents***
When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care. ED 230 265

***Employed Women***
Future Challenges for Women in Our Society. ED 230 156
Social Mobility and Public Sector Employment. ED 229 881
The Female-Male Earnings Gap: A Review of Employment and Earnings Issues. Report 673. ED 229 618
The Press Conferences of Eleanor Roosevelt. ED 229 770
WASPs (Wives As Senior Partners). ED 229 716

***Employee Assistance Programs***
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System. ED 230 609

***Employee Attitudes***
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System. ED 230 609

***Employees***
Education, Management Style, and Organizational Effectiveness. Revised Version. ED 229 617

***Employer Attitudes***
A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change. ED 230 014
Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report. ED 229 530
Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report. ED 230 262
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73. ED 230 324

***Employer Employee Relationship***
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US. ED 229 818

***Employer Supported Day Care***
Shaping the Employer Role in Child Care. Preconference Workshop Papers Prepared for 1982 Annual Convention, National Association for the Education of Young Children (Washington, D.C., November 11, 1982). ED 230 268

***Employment***
Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7 ED 229 641

***Employment Counselors***
NATCON 3. ED 229 570

***Employment Experience***
Job Literacy and Job Performance among Nurses at Varying Employment Levels. ED 229 726

***Employment Interviews***
Preparing for a Successful Job Interview. ED 230 237

***Employment Level***
Engineering Careers: Women in a Male-Dominated Field. ED 230 422
Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile. ED 230 389
The Job Market for College Graduates, 1960-1990. ED 229 880
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No. 9. ED 230 346

***Employment Opportunities***
Older Workers: What Voc Ed Can Do. Information Series No. 256. ED 229 580
Opportunities in Science and Engineering. A Chartbook Presentation. ED 230 413
The Job Market for College Graduates, 1960-1990. ED 229 880
Towards an Explanation of Leisure Services Practitioner Attrition: A Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics. ED 230 152
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73. ED 230 324

***Employment Patterns***
Can Colleges and Universities Supply an Adequate Skilled Workforce for High Technology Needs in 1990? Problems, Prospects, and Policy for the Eighties. Research Report No. 82-27. ED 230 222
Changes in Occupational Employment in the Food and Kindred Products Industry, 1977-1980. Technical Note No. 1. ED 229 643
High Technology in the Manufacturing Sector of the Toledo Economy. ED 229 589
National Apprenticeship and Training Standards for Carpentry. Revised. ED 229 613
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982. ED 230 418
On Campus with Women, Number 34, Spring 1982. ED 230 075
On Campus with Women, Volume 12, No. 1, Summer 1982. ED 230 076
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume I: Forecast Summary. ED 229 535
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume II: Forecast Details. ED 229 536
Science and Engineering Doctorates: 1960-81. Special Report. ED 230 438
Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile. ED 230 389
The Job Market for College Graduates, 1960-1990. ED 229 880
The Major Impacts of the Baby Boom upon American Life, 1945-2050. ED 230 478
Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981. ED 230 086

***Employment Potential***
Comparing and Contrasting Master of Agriculture and Master of Science Alumni. ED 230 136
Employability Skills System Program. A Final Report. ED 229 551
Measuring Adult Women's Job Relevant Life Experience Learning. ED 229 718
OCETA Job Preparation Research Project. Final Report. ED 229 526

***Employment Practices***
Older Workers: What Voc Ed Can Do. Information Series No. 256. ED 229 580
Technical and Vocational Education for Women--The Way Ahead. ED 229 533
Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2. ED 229 653

***Employment Problems***
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System. ED 230 609

***Employment Programs***
Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report. ED 230 262

***Employment Projections***
Changes in Occupational Employment in the Food and Kindred Products Industry, 1977-1980. Technical Note No. 1. ED 229 643
National Occupational Projections for Voc Ed Planning. Information Series No. 252. ED 229 577
Opportunities in Science and Engineering. A Chartbook Presentation. ED 230 413
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume I: Forecast Summary. ED 229 535
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume II: Forecast Details. ED 229 536
The Educational Implications of High Technology. ED 229 87[illegible]
The Job Market for College Graduates, 1960-1990. ED 229 880

***Employment Qualifications***
New Links Between General Education and Business Careers. Liberal Learning and Careers Series. ED 230 117

***Energy***
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World. ED 230 371
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World. ED 230 372
Trade-offs in Our Energy Future. ED 230 364

***Energy Conservation***
Competency Based Education Curriculum for Energy Efficient Building Construction. ED 229 611
Energy Management Lesson Plans for Vocational Agriculture Instructors. ED 229 532
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume II. Bulletin 1690-II. ED 229 629

***Energy Education***
Trade-offs in Our Energy Future. ED 230 364

***Energy Management***
Energy Management Lesson Plans for Vocational Agriculture Instructors. ED 229 532

***Energy Occupations***
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition. ED 230 235

***Engineering***
Opportunities in Science and Engineering. A Chartbook Presentation. ED 230 413
Science and Engineering Doctorates: 1960-81. Special Report. ED 230 438
Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile. ED 230 389

***Engineering Drawing***
Mechanical Drawing and Design. ED 229 574

***Engineering Education***
Another Educational Problem: Shortages of University Scientific and Engineering Faculty. ED 230 441
Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (April 27, 29, 1982). ED 230 428
Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office. ED 230 426
Yet Another Ethical Problem in Technical Writing. ED 229 782

***Engineers***
Engineering Careers: Women in a Male-Dominated Field. ED 230 422
Interest Profiles of Professional Engineers. ED 230 437

***English***
First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central State University. ED 230 15[illegible]

***English (Second Language)***
A Survey: College Credit and Other Related ESL Issues. ED 230 023
A Writing Program for Elementary-Aged Children Who Have English as a Second Language. ED 229 771
An Inquiry into Possible New Items of Background Information about TOEFL Candidates. ED 230 572
Bridging the Gap to Literacy: Functional Writing Instruction for ESOL Students. ED 230 029
Cross-Cultural Perceptions of ESL Textbook Illustrations of the Human Figure. ED 230 041
Educational Pluralism and the Native American Student. ED 230 328
English Language Teaching Profile: Iraq. ED 230 063
English Language Teaching Profile: Kenya. ED 230 065
English Teaching Profile (Provisional): Germany. ED 230 061
English Teaching Profile: Greece. ED 230 062
English Teaching Profile: Italy. ED 230 064
English Teaching Profile: Korea. ED 230 066
English Teaching Profile: Malawi. ED 230 067
Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures. ED 230 643
Evaluation of Oral Fluency in English as a Foreign Language. ED 230 018
Exemplary Programs for Adults. A Resource of Exemplary Adult Education Programs Selected by the DNAE Advisory Panel. ED 230 026
Freeing the Language Learner: The How and Why of a More Powerful Vocabulary. ED 230 039
Implications of Structured Immersion for the ESL Elementary Curriculum. ED 230 038
Preposition-Usage from a Notional Perspective. ED 230 027
Project TRABAJO and Individualized Bilingual Education for Children with Retarded Mental Development. E.S.E.A. Title VII and Chapter 720 Annual Evaluation Report, 1980-81. ED 230 640
Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982. ED 230 247
Solving the English Phonological Puzzle. ED 230 019
Suggestions for Confronting Pronunciation in ESL. ED 230 020
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Language Teaching. Cambridge Language Teaching Surveys. ED 230 043
The Acquisition of English Sentential Complementation by Adult Speakers of Finnish. Jyvaskyla Cross-Language Studies, No. 8. ED 230 068
TPR-Plus. ED 230 035
Unfamiliar Instructional Practice and Its Relationship to Student Emotional Distress in the ESL Classroom. ED 230 034
Using the Discussion Group Technique in the ESL Conversation Class. ED 230 022
Variables Affecting the Performance of ESOL/Bilingual Students in Non-ESOL Classes. ED 230 032
Vocabulary Building for University-Bound ESL Students. ED 230 037

***English for Academic Purposes***
Using Lecture Transcripts in EAP Lecture Comprehension Courses. ED 230 040

***English for Special Purposes***
Coping Strategies: Preparing Foreign Graduate Students for Professional Academic Programs. ED 230 058
English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project. ED 230 024
How Do You Feel? = Koj Puas Xis Nyob? English-Hmong Medical Handbook. ED 230 049

***English Instruction***
Reading and Writing: Concepts for Teaching and Learning. Proceedings of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978). ED 229 765

***English Speaking***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52. ED 230 276

***Enrichment***
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils. ED 229 953

***Enrichment Activities***
A Successful French Weekend Camp. ED 230 055
The American Indian Social Studies Curriculum Activity Guide, Grades 7-8. ED 230 315
The American Indian Social Studies Curriculum Activity Guide, Grades 9-12. ED 230 317

***Enrollment***
Analysis of Migration Characteristics of Children Served Under the Migrant Education Program. Report to the Congress. ED 230 353
Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97. ED 230 323
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983. ED 229 547
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980. ED 230 330
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981. ED 230 331
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982. ED 230 332
School Enrollment--Social and Economic Characteristics of Students: October 1981 (Advance Report). Population Characteristics. ED 229 851
Statistics of Public School Systems in the Twenty Largest U.S. Cities, Fall 1980. ED 229 846

***Enrollment Influences***
An Evaluation of the Impact of the Basic Core of Course Offerings on Senior High School Programs. ED 230 632
Status of Open Door Admissions. Issues, Trends and Projects Committee Report No. 1. ED 230 214
The Price of Admission, 1983. An Assessment of the Impact of Student Charges on Enrollments, Student Financial Aid Needs, and Revenues in California Public Higher Education. Commission Report 82-39. ED 230 091

***Enrollment Projections***
Five-Year Credit Enrollment Projections by Age Cohort Groups. Harford Community College, Fall Semesters, 1983-1987. ED 230 261

***Enrollment Trends***
A Cross-Sectional/Longitudinal Study of the Math Enrollment Patterns of Students in Different Racial Groups with High Standardized Math Scores. ED 230 393
Academic Crossover Study: University of Hawaii, Community Colleges, Fall 1982. ED 230 254
College and University Opening Fall Enrollment, New York State, Fall 1982. ED 230 108
Course Registration Report: University of Hawaii, Community Colleges, Spring 1983. ED 230 242
Fall Enrollment in Colleges and Universities, 1980. ED 230 084
Fall 1982 Enrollments, North Dakota Institutions of Higher Education. ED 230 123
Five-Year Credit Enrollment Projections by Age Cohort Groups. Harford Community College, Fall Semesters, 1983-1987. ED 230 261
Higher Education Financing in the Fifty States: Significance for the 'Adams' States. ED 230 109
On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1982. Report 82-2. ED 230 128
Retention and Dropout in Beginning College Language Courses. ED 230 036
The Future of Higher Education. ED 230 159
The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980. ED 230 116
The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities: The Maryland Experience. ED 230 255
Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11 ED 230 257

***Entomology***
Aquatic Activities for Youth. ED 230 430
Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452. ED 230 440

***Entrepreneurship***
Entrepreneurship Education for Women: A Research Review and Agenda. ED 230 459

***Environmental Education***
A Roundup of Country Reports on Environmental Education. ED 230 439
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World. ED 230 367
Education for Environmental Planning and Conservation. ED 230 391
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World. ED 230 373
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World. ED 230 374
Environmental Education Manual. Teacher's Guide to Environmental Education. ED 230 436
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report. ED 230 435
Man Meets Coast. A Game of Coastal Issues. ED 230 427
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World. ED 230 377
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World. ED 230 378
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World. ED 230 380
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World. ED 230 379
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume II. Bulletin 1690-II. ED 229 629
1982-1983 Update. The Sourcebook. Learning by Design. ED 230 417

***Environmental Ethic***
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World. ED 230 377
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World. ED 230 378

***Environmental Influences***
Schooling and the Composing Process. ED 229 795
The Social Ecology of the Newspaper. ED 229 776

***Environmental Planning Education***
Education for Environmental Planning and Conservation. ED 230 391

***Environmental Problems***
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World. ED 230 373
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World. ED 230 374

***Epistemology***
Argument and Truth: Some Epistemological Questions. ED 229 805
Competitive Argumentation in Computational Theories of Cognition. Cognitive and Instructional Science Series. CIS-14. ED 230 180
Learning Styles and Learning Strategies. I. Conversation Theory--The Work of Gordon Pask. 1983:01. ED 230 562
The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density. ED 230 366
Towards a Lakatosian Programme of Research into Concept Development. ED 230 584

***Equal Education***
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois. ED 229 587
Experiential Plus: A Multiple Purpose Foundations Course. ED 230 486

Funding for Regional Programs for Handicapped Students. A Report Prepared at the Direction of the 1981 Legislative Assembly. Revisions April and May 1982.
ED 229 938
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 553
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 076
Questions and Answers Concerning the Higher Education Provisions of the RAISE Bill (Senate Bill 357).
ED 230 232
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State.
ED 229 588

***Equal Opportunities (Jobs)***
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 553
Social Mobility and Public Sector Employment.
ED 229 881

***Equalization Aid***
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 859
Tax Base Composition and Family Income in Measuring School District Fiscal Capacity. Working Papers in Education Finance, Paper No. 12.
ED 229 860

***Equated Scores***
Effects on Score Distributions of Deleting an Unkeyable Item from a Test.
ED 230 569

***Equipment***
Heavy Equipment Operator Instructional Materials. Basic Core. Volume I.
ED 229 543
Heavy Equipment Operator: General Equipment Operator. Instructional Materials.
ED 229 544

***Equipment Maintenance***
Current Knowledge and Projection on Assessing the Effectiveness of Training.
ED 230 170

***Equipment Utilization***
Microscope. Module No. VI. Health Occupations Education II.
ED 229 662
Vocational Education Tool and Equipment Inventory.
ED 229 546

***Equivalency Tests***
Granting Credit for College Proficiency and Regents External Degree Examinations in New York State: A Summary of Institutional Policies, 1981-82.
ED 230 114
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 19[illegible] Research Bulletin 82-8.
ED 230 606
Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Spring Semester 1980. Research Bulletin 80-8.
ED 230 605

***Error of Measurement***
Allocating Sample Material to Increase the Precision of a Priori Contrasts.
ED 230 612

***Error Analysis (Language)***
The Relevance of Interlanguage and Pidginization to French Immersion Schooling. Research Report 81-07.
ED 230 033

***Error Patterns***
An In-Depth Analysis of the Projection of Shadows Task.
ED 230 409
Research on Reversals, with Emphasis on Connected Text Studies.
ED 229 745

***Essay Tests***
Essays. Teaching in Higher Education Series: 8. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 105

***Essays***
Essay Writer: A Program to Help Students through the Writing Process.
ED 229 792
Essays. Teaching in Higher Education Series: 8. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 105

***Estimation (Mathematics)***
Foregone Earnings of College Students: A Microanalytic Approach.
ED 230 158

***Ethics***
In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception.
ED 230 285
Yet Another Ethical Problem in Technical Writing.
ED 229 782

***Ethnic Bias***
The Recruitment and Retention Patterns of Hispanic American Women in College.
ED 230 144

***Ethnic Discrimination***
Teaching the Holocaust at a Two-Year Public College.
ED 230 226

***Ethnic Groups***
A Cross-Sectional/Longitudinal Study of the Math Enrollment Patterns of Students in Different Racial Groups with High Standardized Math Scores.
ED 230 393
Age, Ethnicity and the Factorial Invariance of Morale.
ED 229 679
Different People: Studies in Ethnicity and Education.
ED 230 475
Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11
ED 230 257

***Ethnic Studies***
People of Nova Scotia. Introduction to 30 World Cultures in Nova Scotia with Personal Stories, Poems and Viewpoints. Second Edition.
ED 230 480
The Immigrant Experience: A Polish-American Model. Teacher's Guide.
ED 230 451

***Ethnicity***
Different People: Studies in Ethnicity and Education.
ED 230 475
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82.
ED 230 473
Restraining and Liberating Perceptions Regarding Minority Women's Institutional Participation.
ED 230 143
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80.
ED 230 356

***Ethnography***
The Scholarly Ethos in Schools of Education.
ED 230 600

***Ethology***
The Scholarly Ethos in Schools of Education.
ED 230 600

***Etiology***
Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
ED 229 748

***Europe***
Contributions to a Renewal of Language Learning and Teaching: Some Current Work in Europe.
ED 230 070
The American "New Journalism" and the Europeans.
ED 229 774

***Evaluation***
Connotations of Health Education Related Journals: A Factor Analytic Study.
ED 230 517
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films.
ED 229 622

***Evaluation Criteria***
A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study.
ED 230 198
A Literature Search as a Data Source for the Development of a Student Teacher Evaluation System and the Identification of One Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report No. 83-2.
ED 230 546
Appraising the Evaluators.
ED 230 568
Context Effects in Teacher Evaluation.
ED 230 581
Curriculum Analysis as a Condition for Evaluation.
ED 230 579
Educational Innovation for Development. Revised.
ED 230 455
Essays. Teaching in Higher Education Series: 8. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 105
Evaluating Teacher Education Graduates and Programs.
ED 230 510
Evaluation of Microcomputer Software: How Valid Are the Criteria and Procedures?
ED 230 171
Faculty Evaluation in the Division of HPERD at the University of Georgia.
ED 230 507
Florida's Teacher Education Centers: Determining If They Make a Difference.
ED 230 530
Principles and Guidelines for Faculty Evaluation at South Oklahoma City Junior College. Revised FY 1982-83.
ED 230 215
Program Evaluation: Why It Seldom Is Perceived as a Success.
ED 230 583
Research for Policy: Faculty Perceptions and Policy Modifications to Enhance the Role of Continuing Education.
ED 230 147
Sequential Information Presentation, Behavioral Expectations, and the Observer Bias.
ED 229 682
Standards for Evaluation of Instructional Materials with Respect to Social Content.
ED 230 471
Student Writing: Some Notes on Definition and Measurement.
ED 229 768
The Critique Circle: A Technique for Teaching Oral Performance Criticism.
ED 229 812
The Influence of Audience on the Assessment of Student Writing.
ED 229 760

***Evaluation Methods***
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
ED 230 621
A Literature Search as a Data Source for the Development of a Student Teacher Evaluation System and the Identification of One Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report No. 83-2.
ED 230 546
A Utilization-Focused Procedure for Prioritizing Evaluation Questions in the Discrepancy Model.
ED 230 577
Accountability Uses of a Statewide Compensatory Education Program Evaluation.
ED 230 614
Attribute and Attitude Assessment of Community College Graduates and Leavers.
ED 230 567
Current Knowledge and Projection on Assessing the Effectiveness of Training.
ED 230 170
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980).
ED 229 890
Evaluating Teacher Education Graduates and Programs.
ED 230 510
Faculty Evaluation in the Division of HPERD at the University of Georgia.
ED 230 507
Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 104
Linking Testing and Evaluation with School District Instructional Programs.
ED 230 626
Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties. A Special Needs Document.
ED 229 537
Salary and Compensation Methodology in Academic Collective Bargaining.
ED 230 140
The 'I and We' of Accountability: An Example of Meta-Evaluation in Educational Administration.
ED 229 837
The Critique Circle: A Technique for Teaching Oral Performance Criticism.
ED 229 812
Tracking Emergent Reading Behaviors through Storybook Re-Enactments.
ED 229 722
Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System.
ED 230 604

***Evaluation Reports***
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
ED 230 621

***Evaluation Utilization***
A Meta-Analytic Evaluation of an Interpersonal Skills Curriculum: Accumulating Evidence Over Successive Occasions.
ED 230 149
A Utilization-Focused Procedure for Prioritizing Evaluation Questions in the Discrepancy Model.
ED 230 577
Accountability Uses of a Statewide Compensatory Education Program Evaluation.
ED 230 614
Beyond Needs Assessment to Marketing Continuing Education in Nursing.
ED 230 608
Impact of a Major National Evaluation Study: Israel's Van Leer Report.
ED 230 625
Marketing as a Tool for Maximizing the Utilization of Findings from Outcome Evaluation.
ED 230 595
Program Evaluation: Why It Seldom Is Perceived as a Success.
ED 230 583

***Evaluative Thinking***
Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior.
ED 230 308

***Evaluators***
Appraising the Evaluators.
ED 230 568
Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System.
ED 230 604

***Evening Students***
Bakersfield College Student Needs Assessment Survey: Spring Semester, 1983.
ED 230 239

***Event Related Potentials***
Brain Event-Related Potential Correlates of Concept Learning.
ED 229 623
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
ED 230 629

***Evolution***
Evolution versus Creationism: The Public Education Controversy.
ED 230 421
Methods for Addressing Creation/Evolution Controversies in Iowa Schools.
ED 230 419

***Exceptional Persons***
Evaluating and Adapting Materials for Use with Bilingual Exceptional Children.
ED 230 007
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
ED 230 487
Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties. A Special Needs Document.
ED 229 537
MCE Field Study Project.
ED 230 174

***Exercise***
Is Growing Old Inevitable? A Systems Perspective to Biological Changes and Educational Priorities in Later Adulthood.
ED 230 524

***Exercise Physiology***
Responsibilities of Physical Education to the Total Person. The Alliance Scholar Lecture 1982.
ED 230 554
The Effect of Weight Reduction on Body Composition and Strength in High School Wrestlers.
ED 230 553
The Effects of Dynamic Range of Motion Exercises and Static Stretching on Strength and Range of Motion of the Hip Joint.
ED 230 548

***Expectation***
Research on SACS: Does Accreditation Really Matter?
ED 229 841
Sequential Information Presentation, Behavioral Expectations, and the Observer Bias.
ED 229 682
Towards an Explanation of Leisure Services Practitioner Attrition: A Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics.
ED 230 152

***Expenditure Per Student***
Comparing Efficiency between Public and Private Schools.
ED 229 877

***Expenditures***
Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85.
ED 230 126
Inflation Measures for Schools and Colleges.
ED 230 083
Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities.
ED 230 161

***Experience Based Career Education***
Helping Youth Become More Responsible.
ED 229 558
Young Peoples' Attributions for Successful or Unsuccessful Learning at Worksites.
ED 229 556

***Experiential Learning***
Active Writing Plus Feedback: A Successful Elementary School Writing Program.
ED 229 773
Caregivers of Infants and Toddlers: Instructor's Guide.
ED 229 633
Caregivers of Infants and Toddlers: Student Laboratory Manual.
ED 229 634
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. a Project Report.
ED 229 606
Experiential Plus: A Multiple Purpose Foundations Course.
ED 230 486
Forging Citizenship Values for the Post-Industrial Era.
ED 230 466
Integrating Cognitive Development and the Basic Skills.
ED 229 725
Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide.
ED 229 635
Young Peoples' Attributions for Successful or Unsuccessful Learning at Worksites.
ED 229 556

***Experimental Programs***
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge).
ED 230 333

***Experiments***
Research on Writing: Principles and Methods.
ED 229 766

***Extemporaneous Speeches***
Judging Criteria for Intercollegiate Limited Preparation Speaking Events.
ED 229 823

***Extension Education***
A Review of Distance Education in Ontario Universities.
ED 230 097

***External Degree Programs***
A Review of Distance Education in Ontario Universities.
ED 230 097

***Extracurricular Activities***
A Study of Colorado's Four-Day School Week Program As It Relates to Utilization of School Facilities.
ED 230 337

***Eye Movements***
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
ED 229 734

***Facial Expressions***
Mother-Child Interaction, Comprehension of Emotion, and Sharing Behavior in Toddlers.
ED 230 299

***Facility Requirements***
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin.
ED 230 074

***Facility Utilization Research***
A Study of Colorado's Four-Day School Week Program As It Relates to Utilization of School Facilities.
ED 230 337
Utilization of Residence Hall Facilities, Fall 1982 with Trends from Fall 1974. Report No. 9-82.
ED 230 082

***Factor Analysis***
A Factorial Study of Reasoning Tests. Technical Report 1982-6.
ED 230 571

***Factor Structure***
Age, Ethnicity and the Factorial Invariance of Morale.
ED 229 679
Assessment of Teacher Performance: Constructs of Teacher Competencies Based on Factor Analysis of Observation Data.
ED 230 586

***Faculty College Relationship***
Beacons for Change: An Innovative Outcome Model for Community Colleges.
ED 230 231
Restraining and Liberating Perceptions Regarding Minority Women's Institutional Participation.
ED 230 143

***Faculty Development***
If Professors Are Adults.
ED 230 151
Teacher Preparation for Mainstreaming: Small College Case Study.
ED 229 996
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.
ED 230 522

***Faculty Development in Nursing Education Pr***
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project.
ED 230 112

***Faculty Evaluation***
Faculty Evaluation in the Division of HPERD at the University of Georgia.
ED 230 507
Research for Policy: Faculty Perceptions and Policy Modifications to Enhance the Role of Continuing Education.
ED 230 147

***Faculty Publishing***
Faculty Research Development Workshop. Final Report (October 1978 - March 1982).
ED 230 125

***Failure***
Children with Spina Bifida: Why Do They Fail in School?
ED 229 902

***Family (Sociological Unit)***
Teenage Pregnancy: A Critical Family Issue.
ED 230 649

***Family Characteristics***
An Inquiry into Possible New Items of Background Information about TOEFL Candidates.
ED 230 572
Family Environment and Television Use by Preschool Children.
ED 230 293
Marital Adjustment: A Multivariate Look at Predictors.
ED 229 678
Project to Explore the Possibility of a Connection between a Family History of Diabetes Mellitus and School Learning and/or Behavior Problems in Students in Grades One to Eight.
ED 229 901
When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care.
ED 230 265

***Family Counseling***
Marital and Family Therapy for Alcohol Problems.
ED 229 701
Working with Chronically Dysfunctional Families.
ED 229 688

***Family Day Care***
Communicating with Parents: Special Needs Children in Family Day Care.
ED 229 923
Screening and Identification: Special Needs Children in Family Day Care.
ED 229 924

***Family Environment***
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports.
ED 230 270
Family Environment and Television Use by Preschool Children.
ED 230 293
Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
ED 229 748

***Family Financial Resources***
Financial Dislocations among Divorcing Families.
ED 229 707

***Family Income***
Financial Dislocations among Divorcing Families.
ED 229 707
WASPs (Wives As Senior Partners).
ED 229 716

***Family Infant and Toddler Project***
Family, Infant, and Toddler (FIT) Guide. A Model for Rural Family-Implemented Educational Programs.
ED 229 944

***Family Influence***
Postsecondary Educational Attainment among Whites and Blacks.
ED 230 142
The Third Quarter: The Influence of Family on Active Women 50-75.
ED 229 681

***Family Involvement***
Aging and Family Resources: Availability and Proximity of Kin.
ED 229 686

***Family Life***
Lifestyles & Values of College Students: Classes of 1980 through 1985.
ED 230 137

***Family Life Education***
A Telephone Survey of Community Attitudes Toward Sex Education.
ED 230 495
Teacher Workbook on Family Life Education.
ED 229 685

***Family Mobility***
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303.
ED 229 831

***Family Problems***
Working with Chronically Dysfunctional Families.
ED 229 688

***Family Relationship***
A Handicapped Child in the Family: Readings for Parents.
ED 229 928
Older People's Perceptions of Great-Grandparenthood.
ED 229 687
Parent Group Guide: Topics for Families of Young Children with Handicaps.
ED 229 945
The 4-H Program Contribution to Family Strength. Evaluation Study.
ED 230 339

***Family Structure***
WASPs (Wives As Senior Partners).
ED 229 716

***Fathers***
Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior.
ED 230 308
Social Network Influence on Father Involvement in Childrearing.
ED 230 297

***Federal Aid***
A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 1974 at the Florida State University.
ED 230 132
Actions Underway to Reduce Delinquencies in the Health Professions and Nursing Student Loan Programs.
ED 230 095
Cumulative Effects of Federal Education Policies on Schools and Districts.
ED 229 854
Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (April 27, 29, 1982).
ED 230 428
Financial Aid for Self-Supporting Students: Defining Independence.
ED 230 081
First Year Block Grant Experiences: Initial Studies. Analysis.
ED 229 845
Higher Education Financing in the Fifty States: Significance for the 'Adams' States.
ED 230 109
LSCA: Library Services and Construction Act, Title I. Special Project Reports, Fiscal Years 1977, 1978, and 1979 .
ED 230 2[illegible]
Public Policy and Independent Higher Education.
ED 230 155
The Use, Misuse, and Non-Use of Policy Research: Student Financial Aid.
ED 230 145

***Federal Budget***
Graying of the National Budget: The Impact of an Aging Population.
ED 229 706

***Federal Communications Commission***
Changing Public Interest Values in Broadcast Deregulation.
ED 229 804

***Federal Emergency Management Agency***
Application of a Model for Improving the Training and Education System of a Federal Agency.
ED 229 541

***Federal Legislation***
Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (April 27, 29, 1982).
ED 230 428
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973.
ED 229 554
National Apprenticeship and Training Standards for Carpentry. Revised.
ED 229 613
Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office.
ED 230 426
The Federal Government's Perspective for Funding Consumer Education.
ED 229 640

***Federal Programs***
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
ED 230 414
Cumulative Effects of Federal Education Policies on Schools and Districts.
ED 229 854
Design of the National Assessment of Educational Progress. Final Report.
ED 230 623
Development of the National Assessment of Educational Progress.
ED 230 618
Director's Report to the Congress on the National Assessment of Educational Progress.
ED 230 619
National Assessment of Educational Progress.
ED 230 596
Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3.
ED 230 468
The Relationship of Federal to Private Statistics.
ED 230 598

***Federal Regulation***
Changing Public Interest Values in Broadcast Deregulation.
ED 229 804
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973.
ED 229 554

***Federal State Relationship***
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report.
ED 229 832

***Feedback***
Active Writing Plus Feedback: A Successful Elementary School Writing Program.
ED 229 773
Getting the Red Out: Grading without Degrading.
ED 229 788
Instruction and the Feedback Dilemma.
ED 230 547
Self-Assessment for Teachers of Health Workers. How to Be a Better Teacher. WHO Offset Publication No. 68.
ED 230 489
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101.
ED 230 176

The Effects of the Timing of Feedback on Long-Term Knowledge Retention in PSI Courses. Final Report. ED 230 183

***Fellowships***
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No. 9. ED 230 346

***Females***
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach. ED 230 566
Development for Women? The 1981-85 Moroccan Plan Considered. ED 230 474
Educational and Occupational Orientations of Young Hispanic Women in the Brownsville, Texas, Area. ED 230 240
Engineering Careers: Women in a Male-Dominated Field. ED 230 422
Entrepreneurship Education for Women: A Research Review and Agenda. ED 230 459
Future Challenges for Women in Our Society. ED 230 156
Higher Education Opportunities for Minorities and Women: Annotated Selections--1982 Edition. ED 230 120
Management Factors of Women in Leisure Services. ED 230 527
Measuring Adult Women's Job Relevant Life Experience Learning. ED 229 718
Restraining and Liberating Perceptions Regarding Minority Women's Institutional Participation. ED 230 143
The Effects of Social Participation on Morale among Widowed Women. ED 229 696
The Recruitment and Retention Patterns of Hispanic American Women in College. ED 230 144
The Third Quarter: The Influence of Family on Active Women 50-75. ED 229 681
Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981. ED 230 086
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73. ED 230 324

***Field Dependence Independence***
An Investigation of Field-Dependent and Field-Independent Cognitive Style in Mentally Retarded Individuals in Sheltered Workshops in West Virginia. ED 229 549

***Field Experience Programs***
An Analysis of the Relationship between University Coursework and Field-Based Experience: A Question of Relevance. ED 230 512
Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools. ED 230 320

***Field Tests***
Examining the Impact of High School Vocational Education. ED 229 557

***Filial Crisis***
Filial Crisis among the Adult Children of the Elderly. ED 229 715

***Film Production***
The New Film Technologies: Computerized Video-Assisted Film Production. ED 229 807

***Films***
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films. ED 229 622
Portrait of an Art Film Audience. ED 229 801
Researching the Film Audience: Purposes, Procedures, and Problems. ED 229 814
The American Indian Social Studies Curriculum Activity Guide, Grades 7-8. ED 230 315
The American Indian Social Studies Curriculum Activity Guide, Grades 9-12. ED 230 317

***Filmstrips***
New Jersey Mediagraphy. ED 230 188

***Finance Reform***
Public School Finance: Prognosis for the 1980s. Working Papers in Education Finance, Paper No. 36. ED 229 863
School Finance Reform: An Example of Redistributive Education Policy at the State Level. Working Papers in Education Finance, Paper No. 39. ED 229 865
School Finance: Past, Present and Future Issues in the States. Working Papers in Education Finance, Paper No. 38. ED 229 864

***Financial Aid Applicants***
Financial Aid for Self-Supporting Students: Defining Independence. ED 230 081

***Financial Policy***
Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Supplement to the Report from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-41. ED 230 085
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40. ED 230 089
Student Financial Aid in Florida. Consultants' Report. ED 230 124
The Price of Admission, 1983. An Assessment of the Impact of Student Charges on Enrollments, Student Financial Aid Needs, and Revenues in California Public Higher Education. Commission Report 82-39. ED 230 091
The Use, Misuse, and Non-Use of Policy Research: Student Financial Aid. ED 230 145

***Financial Problems***
Enhancing Economic Stability Utilizing the High Technologies in Community Colleges: A Case Study. ED 230 259
Financial Dislocations among Divorcing Families. ED 229 707
Research and Educational Decisions: An Editorial. ED 230 217
School Finance Reforms and Big-City Fiscal Problems. Working Papers in Education Finance, Paper No. 16. ED 229 861
School Finance: Past, Present and Future Issues in the States. Working Papers in Education Finance, Paper No. 38. ED 229 864
The Prospects for Financing Elementary/Secondary Education in the States. Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education. Volume 1. ED 229 884

***Financial Support***
Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982). ED 229 872
Public School Finance: Prognosis for the 1980s. Working Papers in Education Finance, Paper No. 36. ED 229 863

***Fine Arts***
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 1. ED 230 444
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 2, Appendix Material. ED 230 445

***Finnish***
The Acquisition of English Sentential Complementation by Adult Speakers of Finnish. Jyvaskyla Cross-Language Studies, No. 8. ED 230 068

***Fire Protection***
Safety. Module No. III. Health Occupations Education II. ED 229 659

***First Aid***
Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers. ED 230 344

***First Amendment***
Teaching Freedom of Speech. ED 229 822

***Fiscal Capacity***
Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85. ED 230 126
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15. ED 229 859
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin. ED 230 074
School Finance Reforms and Big-City Fiscal Problems. Working Papers in Education Finance, Paper No. 16. ED 229 861
Tax Credits for Education. ED 229 870

***Fiscal Neutrality***
Tax Credits for Education. ED 229 870

***Fiscal Response***
Tax Base Composition and Family Income in Measuring School District Fiscal Capacity. Working Papers in Education Finance, Paper No. 12. ED 229 860

***Five Minute Observation***
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088. ED 230 492

***Flexibility (Attitude)***
Directions for Research on Supervisory Conference Approaches Appropriate to Developmental Levels of Teachers. ED 230 513

***Flight Training***
Current Knowledge and Projection on Assessing the Effectiveness of Training. ED 230 170

***Florida***
Florida's Teacher Education Centers: Determining If They Make a Difference. ED 230 530
Questions and Answers Concerning the Higher Education Provisions of the RAISE Bill (Senate Bill 357). ED 230 232
Student Financial Aid in Florida. Consultants' Report. ED 230 124

***Florida State Student Assessment Test***
The Practice SSAT-II. and Test Administration Manual for the Practice SSAT-II. ED 230 561

***Florida State University***
A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 1974 at the Florida State University. ED 230 132

***Flotation Thickening***
Flotation Thickening. Sludge Treatment and Disposal Course 0166. Instructor's Guide and Student Workbook. ED 230 407

***Following Directions***
Food for Thought: A Cooking Approach to Reading. ED 230 303

***Followup Studies***
Effectiveness of a Preservice Course in Reading in the Secondary School. ED 229 732
Productive Factors in School Learning: A Quantitative Synthesis of National Assessment Studies. ED 230 575

***Food***
Food and Nutrition. ED 229 646
Food Service Worker. A Competency Based Instructor's Guide Including Student Modules for Food Management, Production and Services. ED 229 520
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculum. ED 229 521
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curriculum. ED 229 522
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curriculum. ED 229 523
Ground to Grits. Scientific Concepts in Nutrition/Agriculture. ED 229 624
Sourcebook on Food and Nutrition. Third Edition. ED 230 556

***Food Processing Occupations***
Changes in Occupational Employment in the Food and Kindred Products Industry, 1977-1980. Technical Note No. 1. ED 229 643

***Food Production***
Food Service Worker. A Competency Based Instructor's Guide Including Student Modules for Food Management, Production and Services. ED 229 520
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculum. ED 229 521
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curriculum. ED 229 522
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curriculum. ED 229 523

***Food Service***
Changes in Occupational Employment in the Food and Kindred Products Industry, 1977-1980. Technical Note No. 1. ED 229 643
Competency Based Curriculum for Prevocational Exploration Hospitality. ED 229 610
Food Service Worker. A Competency Based Instructor's Guide Including Student Modules for Food Management, Production and Services. ED 229 520
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculum. ED 229 521
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curriculum. ED 229 522
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curriculum. ED 229 523
Home Economics Careers in Food Service. ED 229 647
Home Economics Careers in Food Service. Teacher Guide. ED 229 648

***Foods Instruction***
Food Service Worker. A Competency Based Instructor's Guide Including Student Modules for Food Management, Production and Services. ED 229 520
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculum. ED 229 521
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curriculum. ED 229 522
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curriculum. ED 229 523
Ground to Grits. Scientific Concepts in Nutrition/Agriculture. ED 229 624

***Force***
A Constructive Alternativist View of Children's Science. ED 230 365

***Foreign Countries***
A Review of Distance Education in Ontario Universities. ED 230 097
A Roundup of Country Reports on Environmental Education. ED 230 439
Adult Education. ED 229 503
Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982). ED 229 527
Evaluation Standards: Comments from Israel. ED 230 570
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983. ED 229 547
The Minicourse Approach: What It Is and How It Works. ED 230 093
The U.S. Government's Assistance to the AP's World-Wide Expansion: 1912-1948. ED 229 778

***Foreign Culture***
Nontraditional Games in a Foreign Environment. ED 230 528

***Foreign Students***
An Inquiry into Possible New Items of Background Information about TOEFL Candidates. ED 230 572
Coping Strategies: Preparing Foreign Graduate Students for Professional Academic Programs. ED 230 058
Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey. ED 230 154

***Forestry***
Social Sciences in Forestry. A Current Selected Bibliography, No. 61. ED 230 412

***Formative Evaluation***
Curriculum Analysis as a Condition for Evaluation. ED 230 579
Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements . ED 230 203

***Fort Steilacoom Community College WA***
Development of a Program Specific Locator Test. Final Report. ED 229 595

***Foundations of Education***
Experiential Plus: A Multiple Purpose Foundations Course. ED 230 486
The Empty Set and Teaching Educational Administration: An Australasian Dreaming. ED 229 834

***Four Day School Week***
A Study of Colorado's Four-Day School Week Program As It Relates to Utilization of School Facilities. ED 230 337

***Free Associations***
Cognitive Structure of Technical Knowledge: A Free Association Methodology. ED 229 576

***Freedom of Speech***
Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases. ED 229 753
Teaching Freedom of Speech. ED 229 822
The Tenure Drum: An Investigation of Ritual Violence in the Modern University. ED 230 157

***Freehand Drawing***
The Emergence of Visible Language: Interrelationships Between Drawing and Early Writing. ED 230 280

***French***
A Successful French Weekend Camp. ED 230 055
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish. ED 230 052
Speak Out and Touch Someone. The OMLTA Yearbook, 1983. ED 230 050

***French Canadians***
English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project. ED 230 024

***Freshman Composition***
The Impact of Microcomputers on Composition Students. ED 229 791

***Friendship***
Changes in Friendship During a School Year. ED 230 292
Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships. ED 230 644
The Effects of Project Interdependence. ED 229 962

***Fringe Benefits***
Update Management Compensation. ACCCA Management Report, 1982-3/3. ED 230 212

***Fuel Consumption***
Energy Management Lesson Plans for Vocational Agriculture Instructors. ED 229 532

***Fuels***
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World. ED 230 371
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World. ED 230 372
Heating and Ventilating II, 11-3. Military Curriculum Materials for Vocational and Technical Education. ED 229 566
Trade-offs in Our Energy Future. ED 230 364

***Full State Funding***
Funding for Regional Programs for Handicapped Students. A Report Prepared at the Direction of the 1981 Legislative Assembly. Revisions April and May 1982. ED 229 938

***Full Time Students***
Fall 1982 Enrollments, North Dakota Institutions of Higher Education. ED 230 123

***Function Words***
Preposition-Usage from a Notional Perspective. ED 230 027

***Functional Literacy***
Bridging the Gap to Literacy: Functional Writing Instruction for ESOL Students. ED 230 029
Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching. ED 229 559
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications. ED 230 622

***Fund Raising***
Fundraising for Early Childhood Programs: Getting Started and Getting Results. ED 230 269
Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities. ED 230 161

***Fundamental Concepts***
Brain Event-Related Potential Correlates of Concept Learning. ED 229 623

***Futures (of Society)***
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World. ED 230 367
Business and the Future of Education. Sequoia Action Brief 01. ED 229 826
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World. ED 230 368
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World. ED 230 369
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World. ED 230 370
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World. ED 230 371
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World. ED 230 372
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World. ED 230 373
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World. ED 230 374
Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World. ED 230 376
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World. ED 230 375
High Technology in the Manufacturing Sector of the Toledo Economy. ED 229 589
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World. ED 230 377
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World. ED 230 378
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World. ED 230 380
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World. ED 230 379
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World. ED 230 381
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World. ED 230 382
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume I: Forecast Summary. ED 229 535
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume II: Forecast Details. ED 229 536
Rural Education: A Glimpse at the Future. ED 230 345
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report. ED 229 832
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World. ED 230 383
Teacher's Guide to the Future. ED 230 469
Technology and Changing Lifestyles. Student's Guide. Preparing for Tomorrow's World. ED 230 384
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World. ED 230 385
Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World. ED 230 386
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World. ED 230 387
The Future of Higher Education. ED 230 159

***FORTRAN Programing Language***
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8. ED 230 606

***Games***
Adapted Physical Education: Resource Manual. ED 229 951
Motivation Plus (Assessments and Games for Severely Multiple Impaired Children). ED 229 970
Nontraditional Games in a Foreign Environment. ED 230 528

***Garrison (William Lloyd)***
Tocqueville, Garrison, and the Perfection of Journalism. ED 229 772

***General Aptitude Test Battery***
NATCON 4. ED 229 571

***General Education***
Academic Crossover Study: University of Hawaii, Community Colleges, Fall 1982. ED 230 254
Advancing the Liberal Arts. New Directions for Community Colleges, Number 42. ED 230 263
Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Project (COMP). ED 230 094
New Links Between General Education and Business Careers. Liberal Learning and Careers Series. ED 230 117
Report to the Humanities Department on Possible Contributions of the Academic Programs to Other Fraser Valley College Programs. ED 230 211

***Geographic Distribution***
Quality of the 1980 Federal Census for Postsecondary Planning. ED 230 088

***Geographic Regions***
Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860. ED 230 150

***Geography Instruction***
New Jersey Mediagraphy. ED 230 188
The Status of Geography in North Dakota Secondary Schools. ED 230 461

***Geometric Concepts***
Trigonometric Insights into Pie Charts. ED 230 392

***Georgia***
Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow. ED 230 121

***Geriatrics***
Geriatric Care. Module No. V. Health Occupations Education II. ED 229 661
Health Occupations Education II. Instructor's Manual. ED 229 656

***Gerontology***
"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982). ED 230 318

***Gestalt Therapy***
The Impact of Gestalt Group Psychotherapy on Parents' Perceptions of Children Identified as Problematic. ED 229 669

***Ghana***
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports. ED 230 270

***Gifted***
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13. ED 230 660
Mothers and Gifted Preschoolers Teaching and Learning Strategies. ED 230 312
Self Perceptions of Gifted Children with Implications for Adult Personal Success and General Mental Health. Preliminary Report. ED 229 989
The Arts and Gifted/Talented Education Leadership Training Institute (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980). ED 229 939
Three Wishes of Gifted and Nongifted Adolescents. ED 229 954
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils. ED 229 953

***Global Approach***
Developing International Understanding in Teacher Education. ED 230 506
Technical and Vocational Education for Women--The Way Ahead. ED 229 533

***Goal Analysis***
Computer Science Curriculum Development Guide. ED 230 168

***Goal Based Education***
A Directory of Goal Based Approaches to Education. 1982 Update. ED 229 844

***Goal Orientation***
Lifestyles & Values of College Students: Classes of 1980 through 1985. ED 230 137

***Goodness of Fit***
Fitting Item Response Models to the Maryland Functional Reading Test Results. ED 230 624

***Governance***
Beacons for Change: An Innovative Outcome Model for Community Colleges. ED 230 231
Important Elements of Governance for a Small College. ED 230 135

***Governing Boards***
Important Elements of Governance for a Small College. ED 230 135
The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session. Serial E. ED 230 433

***Government Employees***
Public Sector Bargaining and Strikes. Sixth Edition. ED 229 833
Social Mobility and Public Sector Employment. ED 229 881

***Government Role***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the Americna Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes. ED 229 684

First Year Block Grant Experiences: Initial Studies. Analysis.
ED 229
Greater Baltimore Commitment: A Study of Urban Minority Economic Development.
ED 230
Health Planning. Health Policy--Paper #2.
ED 230
Perfecting and Understanding Roles in Education. Proceedings of t Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983).
ED 230
School Finance Reform: An Example of Redistributive Education Pol at the State Level. Working Papers in Education Finance, Paper No 39.
ED 229
The Organization and Structure of Teacher Education in the Republ of China.
ED 230
The Relationship of Federal to Private Statistics.
ED 230
The U.S. Government's Assistance to the AP's World-Wide Expansion 1912-1948.
ED 229
Working Together: Strategy for Race Relations in Ontario.
ED 230

***Government School Relationship***
Base Line Survey of Wisconsin Legislators on Vocational Education
ED 229
Cumulative Effects of Federal Education Policies on Schools and Districts.
ED 229
Public Policy and Independent Higher Education.
ED 230
Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation.
ED 230
Strengthening College/Company Cooperation: An Ohio Perspective.
ED 230

***Grade Point Average***
First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central Stat University.
ED 230

***Grade 1***
Analysis of English/Spanish Oral Interaction Between First Grade Mexican-American Children and Teacher-Aides.
ED 230

***Grade 6***
Reading Achievement and English Language Proficiency in the California Assessment Program Sixth Grade Test.
ED 230

***Grades (Scholastic)***
A Comparison of Traditional and Television Lectures as a Means of Instruction in Biology at a Community College.
ED 230

***Grading***
Getting the Red Out: Grading without Degrading.
ED 229
Granting Credit for College Proficiency and Regents External Degr Examinations in New York State: A Summary of Institutional Polici 1981-82.
ED 230
Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concern with Teaching in Higher Education.
ED 230
Traditional Grade-Based Writing Evaluation and the Process Approa Systems in Conflict.
ED 229

***Graduate Management Admission Test***
A Demographic Profile of Candidates Taking the Graduate Managemen Admission Test During 1980-81.
ED 230

***Graduate Record Examinations***
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230

***Graduate Students***
Fall Enrollment in Colleges and Universities, 1980.
ED 230

***Graduate Study***
A Demographic Profile of Candidates Taking the Graduate Managemen Admission Test During 1980-81.
ED 230
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230

***Graduates***
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No.
ED 230

***Grandparents***
Older People's Perceptions of Great-Grandparenthood.
ED 229
Two Generations of Mothers and Daughters: Role Status and Interdependence.
ED 229

***Grapevines (Communication)***
Organizational Grapevines: A State-of-the-Art Review.
ED 229

***Graphs***
Trigonometric Insights into Pie Charts.
ED 230

***Gravity Thickening***
Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230

***Great Britain***
Different People: Studies in Ethnicity and Education.
ED 230

***Great Grandparents***
Older People's Perceptions of Great-Grandparenthood.
ED 229

***Greece***
English Teaching Profile: Greece.
ED 230

***Group Discussion***
Affective Management Strategies for Behavior Disordered Students--Elementary and Secondary Levels.
ED 229
Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concern with Teaching in Higher Education.
ED 230
Using the Discussion Group Technique in the ESL Conversation Clas
ED 230

***Group Dynamics***
A Handbook for Helping Parents "Group."
ED 229
A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concern with Teaching in Higher Education.
ED 230
Working Together. Teaching in Higher Education Series: 3. Suggestions for the Consideration of Lecturers and Others Concern with Teaching in Higher Education.
ED 230

***Group Experience***
A Competency Oriented Small Group Intervention: Older Worker Job Club.
ED 229

***Group Homes***
Planning and Operating Group Homes for the Handicapped.
ED 229

***Group Membership***
Counseling Hearing Parents of Deaf Children about Deaf Identity a the Deaf Community.
ED 229

***Group Structure***
Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concern with Teaching in Higher Education.
ED 230

***Group Testing***
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Dive Students. Final Report. Revision.
ED 230

***Group Therapy***
The Impact of Gestalt Group Psychotherapy on Parents' Perceptions Children Identified as Problematic.
ED 229

***Group Unity***
The 4-H Program Contribution to Family Strength. Evaluation Study
ED 230

***Guided Discovery Approach***
Effects of Advance Organizer and Guided-Self-Discovery Instructio on Preschool Children's Understanding of Conservation.
ED 230

***Guidelines***
Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties. A Special Needs Document.
ED 229
Passport to Successful Alumni Travel Programs. Revised Edition.
ED 230

***Hagerstown Junior College MD***
Technology Transfer: Programs, Procedures, and Personnel.
ED 230

***Haitians***
Thomas Jefferson High School Effective Transition of the Bilingua and Bicultural Student to Senior High School. O.E.E. Evaluation Report, 1981-1982.
ED 230

***Hand Tools***
Heating and Ventilating I, 11-2. Military Curriculum Materials fo Vocational and Technical Education.
ED 229

***Handicap Identification***
Diagnosing Children with Educational Problems: Characteristics of Reading and Learning Disabilities Specialists and Classroom Teachers.
ED 229
Issues in the Education of Multihandicapped Hearing-Impaired Children.
ED 229
Progress or Change: Issues in Educating the Emotionally Disturbed Volume 1: Identification and Program Planning.
ED 229
Screening and Identification: Special Needs Children in Family Da Care.
ED 229
The Napa Infant Program. Final Program Performance Report, July 1 1981-June 30, 1982.
ED 229

***Handicapped Childrens Early Education Progr***
A Case Study of Technical Assistance to Demonstration Programs fo Young Handicapped Children. Part II.
ED 229
Analyzing Costs of Services.
ED 229

***Hands On Experience***
Four Principles for Designing Instructions.
ED 229

***Handwriting***
The Emergence of Visible Language: Interrelationships Between Drawing and Early Writing.
ED 230

***Hawaii***
Academic Crossover Study: University of Hawaii, Community College Fall 1982.
ED 230
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosai Paper 82.
ED 230

***Heads of Households***
Financial Dislocations among Divorcing Families.
ED 229

***Health***
Stress and Children: A Theoretical Overview.
ED 230

***Health Education***
Community Education and Health Services.
ED 229
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Am the Public Health Service Act and the Federal Cigarette Labeling Advertising Act to Increase the Availability to the Americna Publ of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.
ED 229
Connotations of Health Education Related Journals: A Factor Analy Study.
ED 230
Selected Characteristics of Public School Cooperating Teachers as Evaluated by Student Teachers.
ED 230

***Health Insurance***
A Student Health Insurance Needs Survey. Research Report #2.
ED 230

***Health Needs***
Disability in Rural America: A Four-County Needs Assessment. Fina Report.
ED 229
Health Planning. Health Policy--Paper #2.
ED 230

***Health Occupations***
Anatomy and Physiology. Module No. IV. Health Occupations Educati II.
ED 229
Career Exploration. Module No. II. Health Occupations Education I
ED 229
Geriatric Care. Module No. V. Health Occupations Education II.
ED 229
Microscope. Module No. VI. Health Occupations Education II.
ED 229
Safety. Module No. III. Health Occupations Education II.
ED 229

***Health Personnel***
Connotations of Health Education Related Journals: A Factor Analy Study.
ED 230
National Experience in the Use of Community Health Workers. A Rev of Current Issues and Problems. WHO Offset Publication No. 71.
ED 229

***Health Professions and Nursing Student Loan***
Actions Underway to Reduce Delinquencies in the Health Profession and Nursing Student Loan Programs.
ED 230

***Health Services***
Social and Health Service Utilization: A Path Analysis.
ED 229

***Hearing Impairments***
Computer-Aided Telecommunications for the Deaf (A Prototype for t Hearing). Final Report.
ED 230
Investigations of Cognitive Strategies and Cognitive Flexibility Hearing Impaired Children. Final Report.
ED 229
Issues in the Education of Multihandicapped Hearing-Impaired Children.
ED 229
1981 Follow-Up Study of Students Enrolled and Previously Enrolled the Michigan School for the Blind and the Michigan School for the Deaf.
ED 230

***Heart Disorders***
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education.
ED 229

***Heat***
Physics Demonstration Experiments at William Jewell College. Revi Edition.
ED 230

***Heaters***
Heating and Ventilating III, 11-4. Military Curriculum Materials Vocational and Technical Education.
ED 229

***Heating***
Heating and Ventilating I, 11-2. Military Curriculum Materials fo Vocational and Technical Education.
ED 229
Heating and Ventilating II, 11-3. Military Curriculum Materials f Vocational and Technical Education.
ED 229
Heating and Ventilating III, 11-4. Military Curriculum Materials Vocational and Technical Education.
ED 229
Heating and Ventilating IV, 11-5. Military Curriculum Materials f Vocational and Technical Education.
ED 229

***Heavy Equipment Operators***
Heavy Equipment Operator Instructional Materials. Basic Core. Vol I.
ED 229
Heavy Equipment Operator: General Equipment Operator. Instruction Materials.
ED 229

***Help Seeking***
Help-Seeking in Elementary Classrooms: An Observational Study.
ED 230

***Helping Relationship***
Entry-Year Assistance Committee: A Support System for Beginning Teachers.
ED 230

***Helplessness***
Verbal Self-Instruction for the Mentally Retarded: The Missing Li
ED 230

***Heredity***
Spatial Ability in Relatives of Reading-Disabled Children.
ED 229

***High Achievement***
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13.
ED 230

***High Risk Persons***
Curricula for High-Risk and Handicapped Infants.
ED 229
Intervening with High-Risk Families via Infant Daycare.
ED 230

***High School Equivalency Programs***
Project Access: ABE & GED Instruction and Testing for Sight and Muscular Handicapped Persons. (A 310 Project, 7-1-81 to 6-30-82).
ED 229
Training Manual for Experienced ABE/GED Instructors.
ED 229

***High School Graduates***
Sex Education Program Outcomes: Student and Alumni Perceptions.
ED 230

***High School Seniors***
Educational and Occupational Orientations of Young Hispanic Women the Brownsville, Texas, Area.
ED 230
Effects of Individual and School Characteristics on Part-Time Wor of High School Seniors. Technical Report. Studies in Employment a Training Policy: No. 5.
ED 229

***High School Students***
A Follow-Up Study: Open Education as Evaluated by Students Seven Years Later. Part I, 1973 - 1980; Part II, 1975 - 1982.
ED 230
Achievement Locus of Control of Hispanic and Anglo High School Students.
ED 230
Effects of Work Time on School Activities and Career Expectations Technical Report. Studies in Employment and Training Policy: No.
ED 229
Helping Youth Become More Responsible.
ED 229
Judgment of Intentionality by Nursery School Children.
ED 230
Report on the Results of a Survey of Northwestern High School Students. High School Improvement Project, June 1982.
ED 230
Sex Education Program Outcomes: Student and Alumni Perceptions.
ED 230

***High Schools***
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report.
ED 230

***High Technology***
The Educational Implications of High Technology.
ED 229

***Higher Education***
Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85.
ED 230
College and University Opening Fall Enrollment, New York State, F 1982.
ED 230
How States Compare in Financial Support of Higher Education, 1982-83.
ED 230
The Future of Higher Education.
ED 230
University-Industry Research Relationships. Myths, Realities and Potentials. Fourteenth Annual Report of the National Science Boar
ED 230

***Higher Education General Information Survey***
Library Statistics of Colleges and Universities. Summary Data 197
ED 230

***Higher Education Price Index***
Inflation Measures for Schools and Colleges.
ED 230

***Hip Flexion***
The Effects of Dynamic Range of Motion Exercises and Static Stretching on Strength and Range of Motion of the Hip Joint.
ED 230

***Hispanic Americans***
Achievement Locus of Control of Hispanic and Anglo High School Students.
ED 230
Bronx Multidiscipline Special Education Bilingual Program. E.S.E. Title VII Annual Evaluation Report, 1981-82.
ED 230
Educational and Occupational Orientations of Young Hispanic Women the Brownsville, Texas, Area.
ED 230
Hispanics' Education and Background: Predictors of College Achievement.
ED 230
Latinos and Public Broadcasting: Developing a Research Agenda.
ED 230
Park West High School "At Your Service". O.E.E. Evaluation Report 1981-1982.
ED 230
Restraining and Liberating Perceptions Regarding Minority Women's Institutional Participation.
ED 230
The Recruitment and Retention Patterns of Hispanic American Women College.
ED 230
Thomas Jefferson High School Effective Transition of the Bilingua and Bicultural Student to Senior High School. O.E.E. Evaluation Report, 1981-1982.
ED 230

***History***
Functional Art Therapy for the Severely Handicapped.
ED 229

***History Instruction***
New Jersey Mediagraphy.
ED 230
Teaching the Holocaust at a Two-Year Public College.
ED 230
The American Indian Social Studies Curriculum Activity Guide, Gra 7-8.
ED 230
The American Indian Social Studies Curriculum Activity Guide, Gra 9-12.
ED 230

***Hmong***
How Do You Feel? = Koj Puas Xis Nyob? English-Hmong Medical Handbook.
ED 230

***Hmong People***
What to Do When the Smoke Clears: Stage I and Stage II Planning w Asian Refugees.
ED 230

***Holistic Approach***
Research on Writing: Principles and Methods.
ED 229

***Holistic Evaluation***
Properties of Writing Tasks: A Study of Alternative Procedures fo Holistic Writing Assessment. Final Report.
ED 230
The Influence of Audience on the Assessment of Student Writing.
ED 229

***Holocaust***
Teaching the Holocaust at a Two-Year Public College.
ED 230

***Home Economics***
Clothing and Textiles.
ED 229

***Home Economics Education***
Food and Nutrition.
ED 229
Food Service Worker. A Competency Based Instructor's Guide Includ Student Modules for Food Management, Production and Services.
ED 229
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculu
ED 229
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curricul
ED 229
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curricul
ED 229
Orientation: Special Needs. Vocational Education for the Handicapped.
ED 229

***Home Economics Skills***
Home Economics Careers in Food Service.
ED 229
Home Economics Careers in Food Service. Teacher Guide.
ED 229

***Home Instruction***
The Napa Infant Program. Final Program Performance Report, July 1 1981-June 30, 1982.
ED 229

***Home Programs***
Innovative Infant Stimulation Program as Being Executed by a Sout Louisiana School District.
ED 229

***Homemaking Skills***
Food and Nutrition.
ED 229

***Hospitality Occupations***
Competency Based Curriculum for Prevocational Exploration Hospitality.
ED 229
Towards an Explanation of Leisure Services Practitioner Attrition Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics.
ED 230

***Housekeepers***
Competency Based Curriculum for Prevocational Exploration Hospitality.
ED 229

***Housing Needs***
Community Education and Housing Needs.
ED 229

***Human Capital***
Foregone Earnings of College Students: A Microanalytic Approach.
ED 230

***Human Relations***
Arizona Business Occupations Common-Core Competency Modules.
ED 229
Social Studies Objectives, K-12.
ED 230

***Human Resources***
Aging and Family Resources: Availability and Proximity of Kin.
ED 229
Turning the Tables on Assistance: Elderly as Care Providers.
ED 229

***Humanities***
Revitalizing the Humanities in the Community College: Final Repor October 1, 1979--September 30, 1982.
ED 230
Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile.
ED 230

***Humanities Instruction***
Advancing the Liberal Arts. New Directions for Community Colleges Number 42.
ED 230
Revitalizing the Humanities in the Community College: Final Repor October 1, 1979--September 30, 1982.
ED 230

***Humor***
Effects of Including Humor in Test Items.
ED 230

***Hypothesis Testing***
Allocating Sample Material to Increase the Precision of a Priori Contrasts.
ED 230

***Ichthyology***
Aquatic Activities for Youth.
ED 230

***Idaho***
Teaching Speech-Communication: Guidelines for Teachers of the Required Speech Communication Course in Idaho Schools.
ED 229

***Ideaphoria***
The Ideaphoria Worksamples as Measures of Divergent Thinking. Technical Report 1982-7.
ED 230

***Identification***
Decision Making at Child Welfare Intake: A Handbook for Practitioners.
ED 230

***Ideology***
Ideology and the Social Organization of Day Care.
ED 230

***Illinois***
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois.
ED 229
Fall 1979 Transfer Study. Report 3: Second Year Persistence and Achievement.
ED 230
Report on Remedial Education.
ED 230
Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report.
ED 230
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State.
ED 229

***Illustrations***
Cross-Cultural Perceptions of ESL Textbook Illustrations of the Human Figure.
ED 230
Marathi Illustrated Vocabulary.
ED 230

***Imitation***
Chicano Children's Literacy Learning at Home.
ED 230

***Immersion Programs***
A Successful French Weekend Camp.
ED 230
Implications of Structured Immersion for the ESL Elementary Curriculum.
ED 230
The Relevance of Interlanguage and Pidginization to French Immers Schooling. Research Report 81-07.
ED 230

***Immigrants***
Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness.
ED 229
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosai Paper 82.
ED 230
Teaching America: East European Jewish Immigrants and the Public School Curriculum in Turn-of-the-Century New York City.
ED 230
The Immigrant Experience: A Polish-American Model. Teacher's Guid
ED 230
Unfamiliar Instructional Practice and Its Relationship to Student Emotional Distress in the ESL Classroom.
ED 230
Vocational Education for Immigrant and Minority Youth. Informatio Series No. 257.
ED 229

***Impact***
Examining the Impact of High School Vocational Education.
ED 229

***Impact Scales***
Delinquency Level Classification Via the HEW Community Program Yo Impact Scales.
ED 229

***Impromptu Speeches***
Judging Criteria for Intercollegiate Limited Preparation Speaking Events.
ED 229

***Incentives***
Improving Listening Skills Used in Business: An Empirical Compari of Discussion Length, Modeling and Level of Incentive.
ED 229

***Incinerators***
Sludge Incineration. Multiple Hearth. Sludge Treatment and Dispos Course #166. Instructor's Guide and Student Workbook.
ED 230

***Income***
Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85.
ED 230
Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities.
ED 230
Social Mobility and Public Sector Employment.
ED 229

***Independent Study***
Preservice Teacher Assessment and Development.
ED 230
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils.
ED 229

***Indexes***
Resources in Education (RIE). Volume 18, Number 10.
ED 229 502
***India (Maharashtra)***
Marathi Conversational Situations.
ED 230 046
Marathi Illustrated Vocabulary.
ED 230 045
Marathi Readings.
ED 230 047
Marathi Structural Patterns. Book One.
ED 230 048
Marathi Vocabulary Manual.
ED 230 044
***Individual Characteristics***
Family Environment and Television Use by Preschool Children.
ED 230 293
Leadership and Some Related Propositions: A Response to the Ideas of James MacGregor Burns.
ED 230 463
Preliminary Results of a Survey of Full-Time Private Practitioners.
ED 229 689
Readings: Early Childhood Education.
ED 230 267
Special Education for Exceptional Bilingual Students: A Handbook for Educators.
ED 229 899
***Individual Development***
Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.
ED 230 647
Preservice Teacher Assessment and Development.
ED 230 552
Talks with Parents on Living with Preschoolers.
ED 230 314
***Individual Differences***
Individual Differences in Children's Ability to Profit from Picture Adjunct Aids.
ED 230 583
Private Rules in Career Decision Making. Special Publications Series No. 38.
ED 229 60
Young Peoples' Attributions for Successful or Unsuccessful Learning at Worksites.
ED 229 556
***Individual Needs***
Early Childhood Education 83/84. Annual Editions. Sixth Edition.
ED 230 272
***Individual Power***
Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools.
ED 229 843
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants.
ED 230 305
***Individualized Education Programs***
Adapted Physical Education: Resource Manual.
ED 229 951
The Communication Connection: The First Step toward an Integrated Program.
ED 229 968
***Individualized Instruction***
Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised.
ED 230 359
Matching Instructional Tasks to Students' Abilities and Learning Styles.
ED 229 910
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ED 229 827
The Strategy Selection Matrix--A Guide for Individualizing Instruction.
ED 229 910
***Indochinese***
What to Do When the Smoke Clears: Stage I and Stage II Planning with Asian Refugees.
ED 230 636
***Induction***
A Factorial Study of Reasoning Tests. Technical Report 1982-6.
ED 230 57
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
ED 229 734
***Industrial Arts***
Mechanical Drawing and Design.
ED 229 574
***Industry***
Another Educational Problem: Shortages of University Scientific and Engineering Faculty.
ED 230 442
Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229 579
Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (April 27, 29, 1982).
ED 230 428
Quality Circles: Applications in Vocational Education. Information Series No. 249.
ED 229 607
Trade and Industry in History. National History Day, 1982.
ED 230 464
University-Industry Research Relationships. Myths, Realities and Potentials. Fourteenth Annual Report of the National Science Board.
ED 230 115
***Infant Behavior***
An Exploratory Study of the Social Interactions of a Two-Year-Old Child.
ED 230 298
***Infant Development Center ME***
Policies and Procedures Manual. Washington County Children's Program Outreach Project. Machias, Maine.
ED 229 929
***Infants***
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
ED 230 30
Curricula for High-Risk and Handicapped Infants.
ED 229 933
Innovative Infant Stimulation Program as Being Executed by a South Louisiana School District.
ED 229 967
Intervening with High-Risk Families via Infant Daycare.
ED 230 289
Mother-Child Interaction, Comprehension of Emotion, and Sharing Behavior in Toddlers.
ED 230 299
The Napa Infant Program. Final Program Performance Report, July 1, 1981-June 30, 1982.
ED 229 880
What Are We Testing? A Cross-Cultural Comparison of Infant Competence.
ED 230 309
***Inference***
Inferring Attitudes from Behavior: Commitment, Attitudinal Implications, and Cognitive Responses.
ED 229 665
***Inflation (Economics)***
Inflation Measures for Schools and Colleges.
ED 230 083
***Influences***
The American "New Journalism" and the Europeans.
ED 229 774
***Informal Organization***
Organizational Grapevines: A State-of-the-Art Review.
ED 229 810
***Information Centers***
Inventory of Data Sources in Science and Technology. A Preliminary Survey.
ED 230 429
***Information Dissemination***
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 485
NATCON 3.
ED 229 570
Planning for Dissemination. Monograph Number 1.
ED 229 839
***Information Needs***
Analyzing Costs of Services.
ED 229 931
Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey.
ED 230 154
Information Needs of Parents and Availability of Community Services for Mildly Mentally Handicapped High School Students.
ED 229 977
Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements .
ED 230 203
Master Plan for Data Services. Report No. 82-1.
ED 230 260
***Information Networks***
A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study.
ED 230 195
Computer-Aided Telecommunications for the Deaf (A Prototype for the Hearing). Final Report.
ED 230 197
Establishing Data-Exchange Networks Through Data Management & Telecommunications.
ED 230 184
International Leadership in Educational Technology. 1980 Summary Report.
ED 230 173
***Information Retrieval***
A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study.
ED 230 195
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
ED 230 205
***Information Seeking***
Help-Seeking in Elementary Classrooms: An Observational Study.
ED 230 286
***Information Services***
Competency Based Curriculum for Prevocational Exploration Hospitality.
ED 229 610
KSL-TV--First in the U.S. with Teletext.
ED 229 808
LSCA: Library Services and Construction Act, Title I. Special Project Reports, Fiscal Years 1977, 1978, and 1979 .
ED 230 204
The U.S. Government's Assistance to the AP's World-Wide Expansion: 1912-1948.
ED 229 778
***Information Sources***
Anonymous Attribution in "Time" and "Newsweek": Frequency and Form.
ED 229 796
Computers and the Classroom. A Resource Guide.
ED 230 167
1982-1983 Update. The Sourcebook. Learning by Design.
ED 230 417
***Information Utilization***
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 577
Quality of the 1980 Federal Census for Postsecondary Planning.
ED 230 088
***Inhalation Therapists***
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education.
ED 229 583
***Injuries***
Injuries to the Young Athlete.
ED 230 544
***Input Output Analysis***
A Utilization-Focused Procedure for Prioritizing Evaluation Questions in the Discrepancy Model.
ED 230 577
School Characteristics Related to Student Academic Growth.
ED 230 60
***Input Output Devices***
Black Boxes: The Developing World of Microcomputers. Conference Report.
ED 230 193
Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project No P/24/1.
ED 230 172
Interactive Videodisc for Special Education Technology. Final Report.
ED 230 187
Update on the School Market for Microcomputers.
ED 230 192
***Inquiry***
Naturalistic Inquiry: Paradigm and Method.
ED 230 574
***Inservice Education***
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska.
ED 229 952
Interpersonal Empathy: A Training Program for Health Care Professionals.
ED 229 824
The Minicourse Approach: What It Is and How It Works.
ED 230 093
***Inservice Teacher Education***
A Research-Based Staff Development Model: The Premise and the Program.
ED 230 523
Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No. 64.
ED 229 572
Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools.
ED 230 320
Florida's Teacher Education Centers: Determining If They Make a Difference.
ED 230 530
Interdependent Support Service Model.
ED 230 006
Operation Bridge. A Final Report. Book 1.
ED 229 552
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 2: Service Delivery.
ED 229 949
Project Accommodate: Preparing Master Teachers to Provide Peer Inservice.
ED 230 00
Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
ED 229 631
Staff Development for School Improvement: An Illustration.
ED 230 534
Staff Development: A Mutual Accountability Model. The New Albany, Mississippi Plan.
ED 230 521
Support Systems: Inservice Education: Teacher Effectiveness.
ED 230 531
Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229 592
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.
ED 230 522
Three Keys to Successful Staff Development: Evaluation, Participant Planning and School-Based Programming.
ED 230 526
***Institutes (Training Programs)***
The Arts and Gifted/Talented Education Leadership Training Institute (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980).
ED 229 939
***Institutional Advancement***
Enhancing Economic Stability Utilizing the High Technologies in Community Colleges: A Case Study.
ED 230 259
***Institutional Characteristics***
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports.
ED 230 270
Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981).
ED 230 497
Education and Solipsism.
ED 230 208
Effects of Individual and School Characteristics on Part-Time Work of High School Seniors. Technical Report. Studies in Employment and Training Policy: No. 5.
ED 229 655
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230 077
Report on the Results of a Survey of Northwestern High School Students. High School Improvement Project, June 1982.
ED 230 654
School Characteristics Related to Student Academic Growth.
ED 230 60
The City University of New York Report on Child Care. Fall 1982.
ED 230 304
To Each Its Own: School Context and School Change.
ED 229 842
Tokatakiya: A Self Study of Oglala Sioux Community College.
ED 230 236
***Institutional Evaluation***
The 'I and We' of Accountability: An Example of Meta-Evaluation in Educational Administration.
ED 229 837
Tokatakiya: A Self Study of Oglala Sioux Community College.
ED 230 236
***Institutional Role***
Education for Environmental Planning and Conservation.
ED 230 391
Ideology and the Social Organization of Day Care.
ED 230 274
***Instruction***
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children.
ED 230 300
***Instructional Design***
A Telecourse Sourcebook for the 80s.
ED 230 241
Application of a Model for Improving the Training and Education System of a Federal Agency.
ED 229 541
Four Principles for Designing Instructions.
ED 229 616
***Instructional Films***
Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 189
***Instructional Improvement***
Linking Testing and Evaluation with School District Instructional Programs.
ED 230 626
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project.
ED 230 112
Task Force on Undergraduate Education, June 1, 1981. Final Report.
ED 230 130
***Instructional Innovation***
To Each Its Own: School Context and School Change.
ED 229 842
***Instructional Materials***
A Case Study on Educational Materials and Media in Japan.
ED 230 195
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175.
ED 230 177
Cross-Cultural Perceptions of ESL Textbook Illustrations of the Human Figure.
ED 230 042
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2.
ED 230 176
Evaluating and Adapting Materials for Use with Bilingual Exceptional Children.
ED 230 007
Evaluation of Microcomputer Software: How Valid Are the Criteria and Procedures?
ED 230 171
International Leadership in Educational Technology. 1980 Summary Report.
ED 230 173
New Jersey Mediagraphy.
ED 230 188
Standards for Evaluation of Instructional Materials with Respect to Social Content.
ED 230 471
***Instructional Systems***
Instructional Systems for Bilingual Children.
ED 230 348
***Instructional Systems Design***
Application of a Model for Improving the Training and Education System of a Federal Agency.
ED 229 541
***Instructional Variables***
Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.
ED 229 724
***Instructor Coordinators***
Cooperative Education. Information Series No. 253.
ED 229 575
***Insulation***
Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.
ED 229 565
***Integrated Activities***
A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
ED 229 764
Food for Thought: A Cooking Approach to Reading.
ED 230 303
***Integrated Curriculum***
Training Manual for Experienced ABE/GED Instructors.
ED 229 556
***Intellectual Disciplines***
Kant or Marx? Philosophy and the Origins of Social Science.
ED 230 446
Studies of Scientific Disciplines. An Annotated Bibliography.
ED 230 425
***Intellectual History***
Humankind, Nature and the New Journalism: A Return to the Mythopoeic.
ED 229 798
Kant or Marx? Philosop / and the Origins of Social Science.
ED 230 446
***Intelligence***
A Factor-Analytic Study of Adaptive Behavior and Intellectual Functioning in Learning Disabled Children.
ED 229 913
***Intelligence Tests***
Assessment of Basic Competencies: An Alternative to Intelligence Tests and A Training Manual.
ED 229 943
***Intelligent Videodisc Systems***
Interactive Videodisc for Special Education Technology. Final Report.
ED 230 187
***Intention***
Judgment of Intentionality by Nursery School Children.
ED 230 284
***Interaction***
Teacher Student Interaction in the Writing Conference: Response and Teaching.
ED 229 754
The Relationship between Interaction with the Caregiver and the Emergence of Play Activities During the One-Word Period.
ED 230 307
Women's Intuition: The Effect of Subordinate Role upon Interpersonal Sensitivity.
ED 229 680
***Interaction Process Analysis***
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
ED 230 492
***Interactive Computer Systems***
Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project No P/24/1.
ED 230 172
***Interactive Videodisc for Spec Educ Tech***
Interactive Videodisc for Special Education Technology. Final Report.
ED 230 187
***Intercollegiate Cooperation***
Assessment Placement: A Design for Student Success and Institutional Planning for the 1980's. Management Report, 1983-3/4.
ED 230 234
***Interdisciplinary Approach***
A Cooperative Adventure: The Integration of Physical Therapy Services into North Carolina's Schools.
ED 229 976
Behavioral Assessment & Intervention: The Integrated Disciplinary Approach.
ED 230 000
Effects of Interdisciplinary Team Teaching. Research Synthesis.
ED 230 533
Guidelines for Working with Clients/Students Who Engage in Disruptive-Aggressive Behavior and/or Have Adaptive Behavior Deficits.
ED 229 965
Leader's Guide to Developing Career Education Programs. Revised.
ED 229 651
Preparing for the Undergraduate Core Curriculum.
ED 230 131
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 2: Service Delivery.
ED 229 949
The Communication Connection: The First Step toward an Integrated Program.
ED 229 968
The Immigrant Experience: A Polish-American Model. Teacher's Guide.
ED 230 451
Unity and Diversity in STS Curricula.
ED 230 431
***Interdistrict Policies***
Toward Increased Voluntary Interdistrict Integration in New York State.
ED 229 852
***Interest Inventories***
Interest Profiles of Professional Engineers.
ED 230 437
***Interests***
Attracting Minority Audiences to Public Television.
ED 230 655
Interest Profiles of Professional Engineers.
ED 230 437
***Intergroup Relations***
Working Together: Strategy for Race Relations in Ontario.
ED 230 661
***Interlanguage***
Second Language Acquisition Studies. Series on Issues in Second Language Research.
ED 230 060
The Relevance of Interlanguage and Pidginization to French Immersion Schooling. Research Report 81-07.
ED 230 033
***Intermode Differences***
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds.
ED 230 194
***International Aid***
Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982).
ED 229 872
***International Educational Exchange***
An International Review of Applications in School Mathematics--the elusive El Dorado.
ED 230 443
***International Programs***
Must Hard Times in Higher Education Affect Study Abroad Programs?
ED 230 030
***Internship Programs***
A Diagnostic Design for Individualized Field and Campus Internship.
ED 230 005
Operation Bridge. A Final Report. Book 1.
ED 229 552
The New Florida Beginning Teacher Program.
ED 230 552
***Interpersonal Attraction***
Review and Extension of the What-Is-Beautiful-Is-Good Hypothesis: Inclusion of Machiavellianism.
ED 229 676
***Interpersonal Communication***
A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 102
Avoidance Strategies in Intimate Relationships.
ED 229 698
Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 101
Sex Education and Semantic Pitfalls.
ED 229 709
Support Systems: Inservice Education: Teacher Effectiveness.
ED 230 531
Tacit Knowledge of Questioning Strategies: An Aspect of Teachers' Practical Knowledge.
ED 230 516
Working Together. Teaching in Higher Education Series: 3. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 100
***Interpersonal Competence***
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children.
ED 230 300
Maintaining Least Restrictive Environments and Least Restrictive Alternatives for Handicapped and Nonhandicapped Students in Regular Education Classrooms.
ED 229 981
Reassessing Foreign Language Aptitude: Communicative Competence and Second Language Acquisition.
ED 230 031
***Interpersonal Relationship***
An Investigation of the Leadership Style of Selected Basketball Coaches.
ED 230 509
Avoidance Strategies in Intimate Relationships.
ED 229 698
Interpersonal Empathy: A Training Program for Health Care Professionals.
ED 229 824
Introduction to Health Occupations Education II. Module No. I. Health Occupations Education II.
ED 229 657
Older People's Perceptions of Great-Grandparenthood.
ED 229 687
Teacher Student Interaction in the Writing Conference: Response and Teaching.
ED 229 754
The Effects of Social Participation on Morale among Widowed Women.
ED 229 696
The Relative Importance of Social Ties.
ED 229 714
Turning the Tables on Assistance: Elderly as Care Providers.
ED 229 675
***Interpretive Skills***
Guided Imagery as a Bi-Modal Approach to Preparation for Performance.
ED 229 803
***Interprofessional Relationship***
A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.
ED 229 934
***Intervention***
Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development. WESTAR Series Paper No. 14.
ED 229 937
Behavioral Assessment & Intervention: The Integrated Disciplinary Approach.
ED 230 000
Curricula for High-Risk and Handicapped Infants.
ED 229 933
Day Care as Early Intervention for Children with Mild Developmental Delays.
ED 230 010
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980).
ED 229 890
Facilitating Comprehension and Processing of Language in Classroom and Clinic.
ED 229 978
Innovative Infant Stimulation Program as Being Executed by a South Louisiana School District.
ED 229 967
Intervening with High-Risk Families via Infant Daycare.
ED 230 289
Otitis Media and Learning Disabilities: More Than a Relationship?
ED 229 992
Policies and Procedures Manual. Washington County Children's Program Outreach Project. Machias, Maine.
ED 229 929
Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers.
ED 230 344
The Vital Link: Developing an Effective Continuum of Intervention to Meet the Needs of Emotionally/Behaviorally Disordered Students.
ED 230 003
***Interviews***
Action Research in a University Laboratory School: An Interview Study.
ED 230 613
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 351
Interviewing Children - A Checklist for the I.A.I. Interviewer. Learning in Science Project. Working Paper.
ED 230 594
***Intuition***
A Study of the Relationship of Intuition to Performance in Freshman Composition.
ED 229 759
Developing Paragraph "Intuition": A Spiral Approach.
ED 229 749
Socio-Cultural Environments and Suggestopedia.
ED 230 021

Women's Intuition: The Effect of Subordinate Role upon Interpersonal Sensitivity.
ED 229 680

***Invention (Rhetorical)***
CAI Invention Strategies.
ED 229 789

***Iowa***
Perfecting and Understanding Roles in Education. Proceedings of the Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983).
ED 230 321
1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data.
ED 229 672

***Iraq***
English Language Teaching Profile: Iraq.
ED 230 063

***Israel***
Evaluation Standards: Comments from Israel.
ED 230 570
Impact of a Major National Evaluation Study: Israel's Van Leer Report.
ED 230 625

***Italy***
English Teaching Profile: Italy.
ED 230 064

***Item Analysis***
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach.
ED 230 566
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
ED 230 578
Effects on Score Distributions of Deleting an Unkeyable Item from a Test.
ED 230 569
Item Bias Detection and Item Writing Technology.
ED 230 564

***Item Deletion***
Effects on Score Distributions of Deleting an Unkeyable Item from a Test.
ED 230 569

***Item Discrimination (Tests)***
The Effect of Item Format on Item Difficulty and Item Discrimination.
ED 230 582

***Item Parameters***
Influence of Fallible Item Parameters on Test Information During Adaptive Testing.
ED 230 590

***Item Rating Scale***
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
ED 230 578

***Itinerant Teachers***
The Vital Link: Developing an Effective Continuum of Intervention to Meet the Needs of Emotionally/Behaviorally Disordered Students.
ED 230 003

***Japan***
A Case Study on Educational Materials and Media in Japan.
ED 230 195

***Japanese Americans***
Characteristics of Japanese and Japanese Americans in Psychotherapy in Japan and the U.S.
ED 229 668

***Japanese People***
Characteristics of Japanese and Japanese Americans in Psychotherapy in Japan and the U.S.
ED 229 668

***Jews***
Teaching the Holocaust at a Two-Year Public College.
ED 230 226
Teaching America: East European Jewish Immigrants and the Public School Curriculum in Turn-of-the-Century New York City.
ED 230 646

***Job Analysis***
A Synopsis of Keeping Occupational Education Current: Formation and Evaluation--DACUM.
ED 230 230
Job Literacy and Job Performance among Nurses at Varying Employment Levels.
ED 229 726
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools.
ED 230 362

***Job Applicants***
A Competency Oriented Small Group Intervention: Older Worker Job Club.
ED 229 694
How to Write Effective Resumes and Cover Letters.
ED 230 238
Preparing for a Successful Job Interview.
ED 230 237

***Job Application***
Arizona Business Occupations Common-Core Competency Modules.
ED 229 518
How to Write Effective Resumes and Cover Letters.
ED 230 238
Preparing for a Successful Job Interview.
ED 230 237

***Job Club***
A Competency Oriented Small Group Intervention: Older Worker Job Club.
ED 229 694

***Job Literacy***
Job Literacy and Job Performance among Nurses at Varying Employment Levels.
ED 229 726

***Job Performance***
Job Literacy and Job Performance among Nurses at Varying Employment Levels.
ED 229 726
The Relationship Between Academic Requirements and Job Requirements in Computer Science.
ED 230 442

***Job Placement***
Seven Steps to Employment for Learning Disabled Students.
ED 229 912

***Job Satisfaction***
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education.
ED 229 630
Employee Network Propensity as a Function of Perceived Job Satisfaction, Ambiguity Tolerance, and Locus of Control.
ED 229 817
Engineering Careers: Women in a Male-Dominated Field.
ED 230 422
The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers.
ED 230 656

***Job Search Methods***
A Competency Oriented Small Group Intervention: Older Worker Job Club.
ED 229 694

***Job Skills***
A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change.
ED 230 014
Competency-Based Word Processing (Grade Levels 9-12). Bulletin No. 1699.
ED 229 627
Employability Skills System Program. A Final Report.
ED 229 551
Home Economics Careers in Food Service.
ED 229 647
Home Economics Careers in Food Service. Teacher Guide.
ED 229 648
Measuring Adult Women's Job Relevant Life Experience Learning.
ED 229 718
New Links Between General Education and Business Careers. Liberal Learning and Careers Series.
ED 230 117
Orientation: Special Needs. Vocational Education for the Handicapped.
ED 229 638
OCETA Job Preparation Research Project. Final Report.
ED 229 526

***Job Stress***
Occupational Stressors and Administrative Role in Educational Organizations.
ED 229 874

***Job Training***
Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book.
ED 229 562
National Apprenticeship and Training Standards for Carpentry. Revised.
ED 229 613
OCETA Job Preparation Research Project. Final Report.
ED 229 526
Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report.
ED 230 262

***Johnson County Community College KS***
Enhancing Economic Stability Utilizing the High Technologies in Community Colleges: A Case Study.
ED 230 259

***Journal Writing***
Inner-Tennis Principles Applied to Writing.
ED 229 787

***Journalism***
Anonymous Attribution in "Time" and "Newsweek": Frequency and Form.
ED 229 796
Assessing the Impact of Newspaper in Education Programs: Changes in Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report.
ED 229 752
The American "New Journalism" and the Europeans.
ED 229 774
The Muckrakers and Lynching: A Case Study in Racial Thinking.
ED 229 769
The Social Ecology of the Newspaper.
ED 229 776
Tocqueville, Garrison, and the Perfection of Journalism.
ED 229 772
Who Should Administer the Public Relations Program?
ED 229 819

***Journalism Education***
Certification of Journalism Teachers: A Survey of the States.
ED 229 779

***Journalism History***
Humankind, Nature and the New Journalism: A Return to the Mythopoeic.
ED 229 798
The American "New Journalism" and the Europeans.
ED 229 774
The Social Ecology of the Newspaper.
ED 229 776

***Judges***
Judging Criteria for Intercollegiate Limited Preparation Speaking Events.
ED 229 823

***Junior High School Students***
Automatic Processing of Word Meaning by Bilingual Children: Intralingual And Interlingual Interference.
ED 230 272
Junior High School Transition Study, Volume VII. Executive Summary.
ED 230 505
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 504
Students' Experience during and Response to Transition to Junior High School. Junior High School Transition Study, Volume IV.
ED 230 503
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice.
ED 230 502
The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis.
ED 229 876

***Junior High Schools***
Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981).
ED 230 497

***Kansas***
Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report.
ED 230 326

***Kant (Immanuel)***
Kant or Marx? Philosophy and the Origins of Social Science.
ED 230 446

***Keats (John)***
James Britton and John Keats: An Examination of the Theory and Practice of Composition.
ED 229 758

***Kenya***
English Language Teaching Profile: Kenya.
ED 230 065
Some Issues in Pre-School Education.
ED 230 290

***Kids In Difficult Situations Program***
The Portsmouth Project (KIDS); A Successful Model Mainstream Program for Emotionally Handicapped Adolescents in Public Secondary Schools.
ED 230 015

***Kindergarten***
Does Attendance in a Nursery School Program Have an Effect on Reading Readiness at the Kindergarten Level?
ED 229 729
The Sounds and the Music: Phenomena of Creativity and Routine in the Kindergarten.
ED 230 275

***Kindergarten Children***
Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation.
ED 230 283
The Emergence of Visible Language: Interrelationships Between Drawing and Early Writing.
ED 230 280

***Kinship Role***
Aging and Family Resources: Availability and Proximity of Kin.
ED 229 686
Older People's Perceptions of Great-Grandparenthood.
ED 229 687

***Korea***
English Teaching Profile: Korea.
ED 230 066

***Labeling (of Persons)***
Review and Extension of the What-Is-Beautiful-Is-Good Hypothesis: Inclusion of Machiavellianism.
ED 229 676

***Labor Force***
Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (April 27, 29, 1982).
ED 230 428
Labor Force-Related Outcomes, Education-Related Outcomes, and Public Acceptance of Vocational Education.
ED 229 593

***Labor Force Development***
Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229 579
Strengthening College/Company Cooperation: An Ohio Perspective.
ED 230 078
The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 582

***Labor Legislation***
Public Sector Bargaining and Strikes. Sixth Edition.
ED 229 833

***Labor Needs***
Can Colleges and Universities Supply an Adequate Skilled Workforce for High Technology Needs in 1990? Problems, Prospects, and Policy for the Eighties. Research Report No. 82-27.
ED 230 222
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
ED 229 596
High Technology in the Manufacturing Sector of the Toledo Economy.
ED 229 589
Opportunities in Science and Engineering. A Chartbook Presentation.
ED 230 413
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume I: Forecast Summary.
ED 229 535
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume II: Forecast Details.
ED 229 536

***Labor Relations***
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US.
ED 229 818

***Labor Supply***
Can Colleges and Universities Supply an Adequate Skilled Workforce for High Technology Needs in 1990? Problems, Prospects, and Policy for the Eighties. Research Report No. 82-27.
ED 230 222
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
ED 229 596
Feasibility of Modelling the Supply of Older Age Accessions.
ED 229 614

***Lakatosian Programme***
Towards a Lakatosian Programme of Research into Concept Development.
ED 230 584

***Land Settlement***
A Utah Navajo History = Dineji Nakee' Naahane'
ED 230 347
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture.
ED 230 343
The Hispanicization of the United States.
ED 230 349

***Land Use***
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 367

***Language of Instruction***
Implications of Structured Immersion for the ESL Elementary Curriculum.
ED 230 038

***Language Acquisition***
Bilingual Education in Early Childhood: A 5-Year Follow-Up.
ED 230 073
Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences. Volume 379.
ED 230 042
Pidginization and Creolization as Language Acquisition.
ED 230 059
Psychoneurological Assessment of Language Disorders in Learning Disabled Adolescents: Research and Prescriptive Suggestions.
ED 229 985
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 746
Stimulating Language: Special Needs Children in Family Day Care.
ED 229 925

***Language Arts***
A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
ED 229 764
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
ED 229 744

***Language Enrollment***
Retention and Dropout in Beginning College Language Courses.
ED 230 036

***Language Fluency***
A Writing Program for Elementary-Aged Children Who Have English as a Second Language.
ED 229 771
Evaluation of Oral Fluency in English as a Foreign Language.
ED 230 018
Reading Achievement and English Language Proficiency in the California Assessment Program Sixth Grade Test.
ED 230 599

***Language Handicaps***
Facilitating Comprehension and Processing of Language in Classroom and Clinic.
ED 229 978
Otitis Media and Learning Disabilities: More Than a Relationship?
ED 229 992
Stimulating Language: Special Needs Children in Family Day Care.
ED 229 925

***Language Patterns***
Preposition-Usage from a Notional Perspective.
ED 230 027

***Language Processing***
Automatic Processing of Word Meaning by Bilingual Children: Intralingual And Interlingual Interference.
ED 230 272
Facilitating Comprehension and Processing of Language in Classroom and Clinic.
ED 229 978
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing.
ED 229 793
Reassessing Foreign Language Aptitude: Communicative Competence and Second Language Acquisition.
ED 230 031
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 746
Using Lecture Transcripts in EAP Lecture Comprehension Courses.
ED 230 040

***Language Proficiency***
ACTFL Provisional Proficiency Guidelines.
ED 230 072
Current Trends in Measuring American Undergraduates' Persian Language Proficiency.
ED 230 071

***Language Skills***
Freeing the Language Learner: The How and Why of a More Powerful Vocabulary.
ED 230 039
Marathi Structural Patterns. Book One.
ED 230 048
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 025

***Language Styles***
Suggestions for Confronting Pronunciation in ESL.
ED 230 020

***Language Tests***
ACTFL Provisional Proficiency Guidelines.
ED 230 072
Creative Achievement Tests in the Foreign Language Classroom.
ED 230 057
Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures.
ED 230 643
Evaluation of Oral Fluency in English as a Foreign Language.
ED 230 018
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 025

***Language Universals***
Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences. Volume 379.
ED 230 042
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Language Teaching. Cambridge Language Teaching Surveys.
ED 230 043

***Language Usage***
Characteristics of Students' Classroom Talk Surrounding the Assignment, Production and Evaluation of a Writing Task.
ED 229 757
Controlled Composition or Composition out of Control? Using the Dictionary Effectively.
ED 230 056
Linguistic Perspectives on Minority Education. Technical Report No. 275.
ED 229 730
Students' Oral Response to Written Composition.
ED 229 781

***Languages for Special Purposes***
Spanish for Peace Corps Volunteers in Specialized Technical Jobs.
ED 230 017

***Larvae***
Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452.
ED 230 440

***Latent Trait Theory***
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.
ED 230 615
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
ED 230 578
Fitting Item Response Models to the Maryland Functional Reading Test Results.
ED 230 624
Influence of Fallible Item Parameters on Test Information During Adaptive Testing.
ED 230 590
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230 559

***Lateral Dominance***
Cognitive Sex Differences and Their Practical Implications.
ED 229 703

***Latin American Culture***
Spanish for Peace Corps Volunteers in Specialized Technical Jobs.
ED 230 017

***Laws***
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 553

***Lawyers***
Factors Important in Composing Legal Written Communication.
ED 229 751

***Leaders***
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230 077
The Arts and Gifted/Talented Education Leadership Training Institute (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980).
ED 229 939
The 4-H Program Contribution to Family Strength. Evaluation Study.
ED 230 339
What's Happening in June?
ED 230 350

***Leadership***
Leadership and Some Related Propositions: A Response to the Ideas of James MacGregor Burns.
ED 230 463

***Leadership Qualities***
Leadership and Some Related Propositions: A Response to the Ideas of James MacGregor Burns.
ED 230 463

***Leadership Responsibility***
Effective Schools, Colleges, and Departments of Education: The Dean is the Key.
ED 230 549
Future Challenges for Women in Our Society.
ED 230 156

***Leadership Styles***
An Investigation of the Leadership Style of Selected Basketball Coaches.
ED 230 509

***Leadership Training***
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume I. Bulletin 1690-I.
ED 229 628
The Vroom and Yetton Normative Leadership Model Applied to Public School ~~Case Examples.~~
ED 229 871

***Learning***
Effects of Questions and Instructions on Learning from Text.
ED 229 615

***Learning Activities***
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
ED 230 301
Aquatic Activities for Youth.
ED 230 430
Feeling Strong, Feeling Free: Movement Exploration for Young Children.
ED 230 266
Food for Thought: A Cooking Approach to Reading.
ED 230 303
Freeing the Language Learner: The How and Why of a More Powerful Vocabulary.
ED 230 039
Heavy Equipment Operator Instructional Materials. Basic Core. Volume I.
ED 229 543
Heavy Equipment Operator: General Equipment Operator. Instructional Materials.
ED 229 544
I Used to Could Spell Wedn- Wenes- Wensday: A Resource of Teacher and Student Made Materials, Secondary Level. Second Edition.
ED 229 895
Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives.
ED 230 411
Our Economy: How It Works. Activities and Investigation. Teacher's Edition.
ED 230 277
The Effects of Project Interdependence.
ED 229 962
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
ED 229 744
Trade-offs in Our Energy Future.
ED 230 364
What's Happening in June?
ED 230 350
Why Lecture? Teaching in Higher Education Series: 2. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 099
1982-1983 Update. The Sourcebook. Learning by Design.
ED 230 417

***Learning Assessment Retention Consortium CA***
Assessment Placement: A Design for Student Success and Institutional Planning for the 1980's. Management Report, 1983-3/4.
ED 230 234

***Learning Disabilities***
A Comprehensive Program for Handicapped Students at the Two-Year College.
ED 230 233
A Diagnostic Design for Individualized Field and Campus Internship.
ED 230 005
A Factor-Analytic Study of Adaptive Behavior and Intellectual Functioning in Learning Disabled Children.
ED 229 913
An Administrator Views Programs for the Specific Learning Disability Student.
ED 229 917
An Exploratory Study of Learning Disabilities in College Students.
ED 229 995
Building Bridges between Mainstream and Special Education.
ED 229 911
Competencies for Teachers Who Instruct Children with Learning Disabilities. Project I.O.U.
ED 229 955
Diagnosing Children with Educational Problems: Characteristics of Reading and Learning Disabilities Specialists and Classroom Teachers.
ED 229 942
Facilitating Comprehension and Processing of Language in Classroom and Clinic.
ED 229 978
I Used to Could Spell Wedn- Wenes- Wensday: A Resource of Teacher and Student Made Materials, Secondary Level. Second Edition.
ED 229 895
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
ED 230 487
Learning Disabilities at the Crossroads.
ED 229 958
Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties. A Special Needs Document.
ED 229 537
Matching Instructional Tasks to Students' Abilities and Learning Styles.
ED 229 916
Mildly Handicapped Students' Self-Awareness of Academic Skills.
ED 229 994
Multi-Media Materials Catalogue. Secondary Level, Grades 7-12. Fifth Edition.
ED 229 897
Multi-Media Materials Catalogue. Supplement I to the Fifth Edition. Secondary Level, Grades 1-12.
ED 229 898
Outline for Remediation of Problem Areas for Children with Learning Disabilities. Revised. = Bosquejo para la Correccion de Areas Problematicas para Ninos con Impedimientos del Aprendizaje.
ED 229 922
Principals: Utilizing the Special Education Resources We Have.
ED 229 961
Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
ED 229 631
Psychoneurological Assessment of Language Disorders in Learning Disabled Adolescents: Research and Prescriptive Suggestions.
ED 229 985
Research on Reversals, with Emphasis on Connected Text Studies.
ED 229 745
Retention of Selected Reading and Arithmetic Skills by Learning Disabled Pupils and Non-Disabled Pupils over Summer Vacation.
ED 229 960
Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982).
ED 229 704
Seven Steps to Employment for Learning Disabled Students.
ED 229 912
The Effect of a Token Reinforcement Program on the Reading Comprehension of a Learning Disabled Student.
ED 229 919
The Effect of a Token Reinforcement Program on the Sight Word Acquisition Rate of Learning Disabled Students in a Rural School Program.
ED 229 918
Threshold Final Report: 1981-82 (Planning Year of a New Program for Young Adults with Special Needs).
ED 229 935

University-Based Preservice Tutoring Experiences for Students in Teacher Training Program in Learning Disabilities at Kent State University.
ED 229 984
With a Little Help from My Friend: Mastering Math Facts with Peer Tutoring.
ED 229 999

***Learning Modalities***
Improving Audience Learning from Television News through Between-Channel Redundancy.
ED 229 777
Matching Instructional Tasks to Students' Abilities and Learning Styles.
ED 229 916

***Learning Problems***
Project to Explore the Possibility of a Connection between a Family History of Diabetes Mellitus and School Learning and/or Behavior Problems in Students in Grades One to Eight.
ED 229 901
Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document.
ED 229 625

***Learning Processes***
A Counselling Approach to Punishment of Children: A Review.
ED 230 291
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230 196
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 1: Description of Research Methods and Results. Final Report.
ED 230 199
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report.
ED 230 200
How Older Dogs Learn: Adults and Language Learning.
ED 230 028
Structuring an Adult Learning Environment. Part IV: Establishing an Environment for Problem Solving.
ED 229 548
Teaching Scientific Analogies: A Proposed Model.
ED 230 423
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ED 229 827
The Relevance of Interlanguage and Pidginization to French Immersion Schooling. Research Report 81-07.
ED 230 033

***Learning Readiness***
Matching Instructional Tasks to Students' Abilities and Learning Styles.
ED 229 916

***Learning Resources Centers***
A Guide to School Library Media Programs.
ED 230 201

***Learning Theories***
A Study of Children's Rewriting. Final Report for NCTE Research Foundation Project No. 80:11, September 1980-October 1982.
ED 229 750
Learning Styles and Learning Strategies. I. Conversation Theory--The Work of Gordon Pask. 1983:01.
ED 230 562
Learning Styles: Applications in Voc Ed. Information Series No. 254.
ED 229 573
Psychology of Aging in America: A Historical Account of Theoretical Developments.
ED 229 712
The Collaborative Mode in Adult Education: A Literature Review.
ED 229 534
The Development of Children's Understanding of Numerical Representation. Final Report.
ED 230 410
Towards a Lakatosian Programme of Research into Concept Development.
ED 230 584

***Lecture Method***
A Comparison of Traditional and Television Lectures as a Means of Instruction in Biology at a Community College.
ED 230 264
Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive.
ED 229 809
Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 098
Why Lecture? Teaching in Higher Education Series: 2. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 099

***Legal Writing***
Factors Important in Composing Legal Written Communication.
ED 229 751

***Legalization (Educational Governance)***
The Allure of Legalization Reconsidered: The Case of Special Education.
ED 229 883

***Legislation***
Divorce in Australia. Working Paper No. 5.
ED 229 692

***Legislators***
Base Line Survey of Wisconsin Legislators on Vocational Education.
ED 229 529
Legislators' Images of Mass Media News Reporting Performance.
ED 229 802

***Leisure Services***
Management Factors of Women in Leisure Services.
ED 230 527

***Leisure Time***
Designing Structured Leisure Programs for Emotionally Handicapped Adolescents.
ED 229 974
Management Factors of Women in Leisure Services.
ED 230 527
Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document.
ED 229 625

***Lesson Plans***
Bridging the Gap to Literacy: Functional Writing Instruction for ESOL Students.
ED 230 029
Feeling Strong, Feeling Free: Movement Exploration for Young Children.
ED 230 266

***Liberal Arts***
Advancing the Liberal Arts. New Directions for Community Colleges, Number 42.
ED 230 263
New Links Between General Education and Business Careers. Liberal Learning and Careers Series.
ED 230 117

***Library of Congress Subject Headings***
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
ED 230 205

***Library Collections***
Library Statistics of Colleges and Universities. Summary Data 1979.
ED 230 202
Texas Public Library Statistics for 1981: An Analysis.
ED 230 207

***Library Expenditures***
Library Statistics of Colleges and Universities. Summary Data 1979.
ED 230 202
Texas Public Library Statistics for 1981: An Analysis.
ED 230 207

***Library Instruction***
A Guide to School Library Media Programs.
ED 230 201
Comparative Effectiveness of Group Slide/Tape versus Individual Programmed Instruction in Sophomore Library Instruction.
ED 230 179

***Library Materials***
Resources for Women's Studies.
ED 230 484

***Library Personnel***
Library Statistics of Colleges and Universities. Summary Data 1979.
ED 230 202
Texas Public Library Statistics for 1981: An Analysis.
ED 230 207

***Library Planning***
A Guide to School Library Media Programs.
ED 230 201
Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements .
ED 230 203
The South Carolina Program for Library Development, 1983-1988, under the Library Services and Construction Act (P.L. 95-123, FY 1983).
ED 230 206

***Library Services***
A Guide to School Library Media Programs.
ED 230 201
Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements .
ED 230 203
LSCA: Library Services and Construction Act, Title I. Special Project Reports, Fiscal Years 1977, 1978, and 1979 .
ED 230 204
Texas Public Library Statistics for 1981: An Analysis.
ED 230 207
The South Carolina Program for Library Development, 1983-1988, under the Library Services and Construction Act (P.L. 95-123, FY 1983).
ED 230 206

***Library Services and Construction Act***
Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements .
ED 230 203
The South Carolina Program for Library Development, 1983-1988, under the Library Services and Construction Act (P.L. 95-123, FY 1983).
ED 230 206

***Library Standards***
The South Carolina Program for Library Development, 1983-1988, under the Library Services and Construction Act (P.L. 95-123, FY 1983).
ED 230 206

***Library Statistics***
Library Statistics of Colleges and Universities. Summary Data 1979.
ED 230 202
Texas Public Library Statistics for 1981: An Analysis.
ED 230 207

***Life Cycles***
Implementing Army Training Programs: Translating Model into Action.
ED 230 591

***Life Satisfaction***
Perceived Social Support, Social Interaction and Nutrition among the Elderly.
ED 229 690
The Effects of Social Participation on Morale among Widowed Women.
ED 229 696
The Third Quarter: The Influence of Family on Active Women 50-75.
ED 229 681

***Life Style***
Is Growing Old Inevitable? A Systems Perspective to Biological Changes and Educational Priorities in Later Adulthood.
ED 230 524
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture.
ED 230 343
Technology and Changing Lifestyles. Student's Guide. Preparing for Tomorrow's World.
ED 230 384
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 385
The Third Quarter: The Influence of Family on Active Women 50-75.
ED 229 681

***Lifelong Learning***
How Older Dogs Learn: Adults and Language Learning.
ED 230 028
Lifelong Teacher Education and the Community School. UIE Monographs 10.
ED 230 490
The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities.
ED 230 079

***Limited English Speaking***
Evaluating and Adapting Materials for Use with Bilingual Exceptional Children.
ED 230 007
Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures.
ED 230 643
Meeting the Career Development/Counseling Guideline Needs of Limited English Proficient Students.
ED 229 560
Park West High School "At Your Service". O.E.E. Evaluation Report, 1981-1982.
ED 230 635
TPR-Plus.
ED 230 035
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils.
ED 229 953
Variables Affecting the Performance of ESOL/Bilingual Students in Non-ESOL Classes.
ED 230 032

***Lincoln Douglas Debate Style***
Analysis in Lincoln-Douglas Debate.
ED 229 811

***Linguistic Competence***
Reassessing Foreign Language Aptitude: Communicative Competence and Second Language Acquisition.
ED 230 031
Student Writing: Some Notes on Definition and Measurement.
ED 229 768

***Linguistic Theory***
Linguistic Perspectives on Minority Education. Technical Report No. 275.
ED 229 730

***Linguistics***
Linguistic Perspectives on Minority Education. Technical Report No. 275.
ED 229 730

***Linking Agents***
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
ED 229 569
The Network of Educational Systems for Development in Central America and Panama Project, 1975-1979. An Experiment in Technical Co-operation among Countries.
ED 230 453

***Listening***
Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 101

***Listening Comprehension***
The Effects of Actualities on the Recall of and Interest in Radio Newscasts.
ED 229 797
Using Lecture Transcripts in EAP Lecture Comprehension Courses.
ED 230 040

***Listening Skills***
Improving Listening Skills Used in Business: An Empirical Comparison of Discussion Length, Modeling and Level of Incentive.
ED 229 809
Volunteers and Children with Special Needs. Second Edition.
ED 229 894

***Literacy***
Chicano Children's Literacy Learning at Home.
ED 230 358
Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97.
ED 230 321

***Literary Criticism***
Writing in the Introductory Literature Class.
ED 229 785

***Literary Devices***
Humankind, Nature and the New Journalism: A Return to the Mythopoeic.
ED 229 798

***Literature***
Choosing Foreign Language Literature in the High School: A Checklist.
ED 230 053

***Literature Appreciation***
Reading and Writing: Concepts for Teaching and Learning. Proceedings of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
ED 229 765
Writing in the Introductory Literature Class.
ED 229 785

***Literature Reviews***
An Adaptation of Constructive Alternativism as Theory for Audience Analysis.
ED 229 800

***Loan Repayment***
Actions Underway to Reduce Delinquencies in the Health Professions and Nursing Student Loan Programs.
ED 230 095

***Local History***
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas.
ED 230 316

***Locus of Control***
Achievement Locus of Control of Hispanic and Anglo High School Students.
ED 230 355
Employee Network Propensity as a Function of Perceived Job Satisfaction, Ambiguity Tolerance, and Locus of Control.
ED 229 817
Instructional Systems for Bilingual Children.
ED 230 348
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants.
ED 230 305
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report.
ED 230 360
Verbal Self-Instruction for the Mentally Retarded: The Missing Link.
ED 230 016

***Logical Thinking***
A Factorial Study of Reasoning Tests. Technical Report 1982-6.
ED 230 571
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyday Logical Problems?
ED 229 700

***Long Range Planning***
Health Planning. Health Policy--Paper #2.
ED 230 491
Report to the Humanities Department on Possible Contributions of the Academic Programs to Other Fraser Valley College Programs.
ED 230 211
The South Carolina Program for Library Development, 1983-1988, under the Library Services and Construction Act (P.L. 95-123, FY 1983).
ED 230 206

***Long Term Memory***
The Effects of the Timing of Feedback on Long-Term Knowledge Retention in PSI Courses. Final Report.
ED 230 183

***Longitudinal Studies***
A Cross-Sectional/Longitudinal Study of the Math Enrollment Patterns of Students in Different Racial Groups with High Standardized Math Scores.
ED 230 393
Stability of Personality Characteristics throughout Adulthood.
ED 229 710

***Los Angeles Unified School District CA***
Helping Students Do Their Best on Standardized Achievement Tests. Bulletin No. 6.
ED 230 611

***Louisiana***
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
ED 230 621
Accountability Uses of a Statewide Compensatory Education Program Evaluation.
ED 230 614

***Low Income Groups***
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants.
ED 230 305

***Lucas (George)***
The New Film Technologies: Computerized Video-Assisted Film Production.
ED 229 807

***Lumber Industry***
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
ED 230 412

***Lynchings***
The Muckrakers and Lynching: A Case Study in Racial Thinking.
ED 229 769

***Magnet Schools***
Emergency School Aid Act (ESAA) Magnet Program Evaluation (FY '81 and FY '82). Report No. 17-7.
ED 230 658

***Main Idea***
On Training Students to Extract Gist from Expository Text.
ED 229 736

***Mainstreaming***
Albuquerque Integration Outreach Project. Final Performance Report, July 1, 1981-June 30, 1982.
ED 229 886
Building Bridges between Mainstream and Special Education.
ED 229 911
Cost-Effective/Program-Effective Special Education Program Delivery.
ED 229 991
Experiential Plus: A Multiple Purpose Foundations Course.
ED 230 486
Mainstreaming: Sharing Ideas, Strategies, Materials, Techniques.
ED 229 896
Maintaining Least Restrictive Environments and Least Restrictive Alternatives for Handicapped and Nonhandicapped Students in Regular Education Classrooms.
ED 229 981
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.
ED 229 887
Multi-Media Materials Catalogue. Supplement I to the Fifth Edition. Secondary Level, Grades 1-12.
ED 229 898
Pairing--A Precursor to Mainstreaming.
ED 229 915
Parallel Alternate Curriculum--A Mainstreaming Implementation Program at the Secondary Level: Alternative Teaching Strategies Combined with Basic Skills.
ED 229 964
Project Accommodate: Preparing Master Teachers to Provide Peer Inservice.
ED 230 001
Project TRABAJO and Individualized Bilingual Education for Children with Retarded Mental Development. E.S.E.A. Title VII and Chapter 720 Annual Evaluation Report, 1980-81.
ED 230 640
Psychoneurological Assessment of Language Disorders in Learning Disabled Adolescents: Research and Prescriptive Suggestions.
ED 229 985
S.W.A.T. (Study with a Teacher).
ED 229 966
Strategies and Techniques for Mainstreaming. Revised.
ED 229 936
The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments.
ED 229 963
The Portsmouth Project (KIDS); A Successful Model Mainstream Program for Emotionally Handicapped Adolescents in Public Secondary Schools.
ED 230 015
The Vital Link: Developing an Effective Continuum of Intervention to Meet the Needs of Emotionally/Behaviorally Disordered Students.
ED 230 003
Walton High School Bilingual Basic Skills Through Interdisciplinary Career Orientation. O.E.E. Evaluation Report, 1981-1982.
ED 230 641
William H. Taft High School Project Adelante. O.E.E. Evaluation Report, 1981-1982.
ED 230 642

***Majors (Students)***
Academic Crossover Study: University of Hawaii, Community Colleges, Fall 1982.
ED 230 254
Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3.
ED 230 129
Fall Enrollment in Colleges and Universities, 1980.
ED 230 084

***Malawi***
English Teaching Profile: Malawi.
ED 230 067

***Males***
Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior.
ED 230 308

***Man Machine Systems***
Establishing Data-Exchange Networks Through Data Management & Telecommunications.
ED 230 184

***Management Development***
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1 (Second Edition).
ED 229 825
The W.A. Peer Process Consultancy Project: Action Research as Inset for Principals.
ED 229 836

***Management Information Systems***
A Soft Sell for Hardware: The Use of Microcomputer Technology for Cost Effective Special Education Management.
ED 229 904
Master Plan for Data Services. Report No. 82-1.
ED 230 260
What a Special Education Management System Should Look Like--A Consumers Guide. A Fully Computerized Special Education Management System Overview.
ED 229 907

***Management Skills***
Management Functions of Secondary Vocational Teachers in Kansas with Implications for Pre-Service and In-Service Education.
ED 229 512

***Management Systems***
Effect of Task and Authority Structures on Student Task Engagement.
ED 230 416
How the US Navy Can Help Take the Pain out of the Referral Process.
ED 229 983
Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3.
ED 230 468

***Manufacturing***
High Technology in the Manufacturing Sector of the Toledo Economy.
ED 229 589
Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7
ED 229 641

***Map Skills***
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230 196

***Maps***
A Michigan Carto-Bibliography: An Annotated Guide to Sources Pertaining to Michigan Maps, Atlases, and Related Cartographic Materials.
ED 230 482
Maps as Schema for Gifted Learners.
ED 229 903

***Marathi***
Marathi Conversational Situations.
ED 230 046
Marathi Illustrated Vocabulary.
ED 230 045
Marathi Readings.
ED 230 047
Marathi Structural Patterns. Book One.
ED 230 048
Marathi Vocabulary Manual.
ED 230 044

***Marine Education***
Aquatic Activities for Youth.
ED 230 430
Man Meets Coast. A Game of Coastal Issues.
ED 230 427

***Marital Satisfaction***
Marital Adjustment: A Multivariate Look at Predictors.
ED 229 678

***Marketing***
Beyond Needs Assessment to Marketing Continuing Education in Nursing.
ED 230 608
Marketing as a Tool for Maximizing the Utilization of Findings from Outcome Evaluation.
ED 230 595
Marketing Education: A Future Perspective. Special Publication Series No. 37.
ED 229 645

***Marriage Counseling***
Marital and Family Therapy for Alcohol Problems.
ED 229 701

***Marx (Karl)***
Kant or Marx? Philosophy and the Origins of Social Science.
ED 230 446

***Maryland***
Five-Year Credit Enrollment Projections by Age Cohort Groups. Harford Community College, Fall Semesters, 1983-1987.
ED 230 261
Maryland Community Colleges 1982 Program Evaluations.
ED 230 245
Report to the Governor's Task Force on Violence and Extremism with Executive Summary .
ED 230 631
The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities: The Maryland Experience.
ED 230 255

***Maryland (Baltimore)***
Greater Baltimore Commitment: A Study of Urban Minority Economic Development.
ED 230 659

***Maryland (Montgomery County)***
Variables Affecting the Performance of ESOL/Bilingual Students in Non-ESOL Classes.
ED 230 032

***Maryland Functional Reading Test***
Fitting Item Response Models to the Maryland Functional Reading Test Results.
ED 230 624

***Massachusetts***
Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements .
ED 230 203
LSCA: Library Services and Construction Act, Title I. Special Project Reports, Fiscal Years 1977, 1978, and 1979 .
ED 230 204

***Massachusetts (Boston)***
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 657

***Masters Degrees***
Comparing and Contrasting Master of Agriculture and Master of Science Alumni.
ED 230 136

***Masters Programs***
Model Secondary School Counselor Education Program.
ED 229 673

***Mastery Learning***
Learning Styles: Applications in Voc Ed. Information Series No. 254.
ED 229 573

***Material Development***
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
ED 229 932
Contributions to a Renewal of Language Learning and Teaching: Some Current Work in Europe.
ED 230 070
International Leadership in Educational Technology. 1980 Summary Report.
ED 230 173

***Mathematical Applications***
An International Review of Applications in School Mathematics--the elusive El Dorado.
ED 230 443

***Mathematical Concepts***
Does the Ability or Inability to Comprehend Effect the Mathematics Problem Solving Ability of Seventh Grade Students.
ED 229 741
Students' Conceptions of Decimal Numbers.
ED 230 415

***Mathematical Formulas***
Trigonometric Insights into Pie Charts.
ED 230 392

***Mathematical Models***
A Comparison of Reliability Estimates from Single and Double Administrations of Criterion-Referenced Tests.
ED 230 580
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 859
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230 559

***Mathematics***
Effects of Higher Education on Ability for Blacks and Whites.
ED 230 148
Science and Engineering Doctorates: 1960-81. Special Report.
ED 230 438
The Relationship Between Academic Requirements and Job Requirements in Computer Science.
ED 230 442

***Mathematics Achievement***
A Cross-Sectional/Longitudinal Study of the Math Enrollment Patterns of Students in Different Racial Groups with High Standardized Math Scores.
ED 230 393
Mathematics Achievement and Attitude Productivity in Junior High School.
ED 230 394
The Effects of Group Size, Instructional Method, and Mode of Responding on the Acquisition of Mathematical Concepts by Fourth Grade Students.
ED 230 390
Time/Learning Relationships in Secondary Schools: A Research Report.
ED 229 853

***Mathematics Curriculum***
An International Review of Applications in School Mathematics--the elusive El Dorado.
ED 230 443
Teaching Beginning Mathematics to Students with Retardation, Autism, and Learning Disabilities.
ED 229 973

***Mathematics Education***
An International Review of Applications in School Mathematics--the elusive El Dorado. ED 230 443
Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office. ED 230 420
Students' Conceptions of Decimal Numbers. ED 230 415
Trigonometric Insights into Pie Charts. ED 230 392

***Mathematics Education Research***
A Cross-Sectional/Longitudinal Study of the Math Enrollment Patterns of Students in Different Racial Groups with High Standardized Math Scores. ED 230 393
Effect of Task and Authority Structures on Student Task Engagement. ED 230 416
Students' Conceptions of Decimal Numbers. ED 230 415

***Mathematics Instruction***
A Developmental Mathematics Program at the University of Minnesota. ED 230 408
An In-Depth Analysis of the Projection of Shadows Task. ED 230 409
An International Review of Applications in School Mathematics--the elusive El Dorado. ED 230 443
Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives. ED 230 412
Students' Conceptions of Decimal Numbers. ED 230 415
Teaching Beginning Mathematics to Students with Retardation, Autism and Learning Disabilities. ED 229 973
The Effects of Group Size, Instructional Method, and Mode of Responding on the Acquisition of Mathematical Concepts by Fourth Grade Students. ED 230 396
Trigonometric Insights into Pie Charts. ED 230 392
With a Little Help from My Friend: Mastering Math Facts with Peer Tutoring. ED 229 999

***Mathematics Skills***
Retention of Selected Reading and Arithmetic Skills by Learning Disabled Pupils and Non-Disabled Pupils over Summer Vacation. ED 229 960

***Mathematics Teachers***
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982. ED 230 418

***Maximum Likelihood Statistics***
Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II. ED 230 557
Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV. ED 230 558

***Measurement Techniques***
Behavioral Indices of Raters' Cognitive Processing in Performance Appraisal. ED 229 670
Comparing Four Estimates of the Criterion-Referenced Standard for a Written Test. ED 230 617
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications. ED 230 622
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13. ED 230 660
Student Writing: Some Notes on Definition and Measurement. ED 229 768

***Media Characteristics***
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175. ED 230 177

***Media Government Relationship***
Legislators' Images of Mass Media News Reporting Performance. ED 229 802

***Media Research***
Latinos and Public Broadcasting: Developing a Research Agenda. ED 230 652
Portrait of an Art Film Audience. ED 229 803
The Effects of Actualities on the Recall of and Interest in Radio Newscasts. ED 229 797
The U.S. Government's Assistance to the AP's World-Wide Expansion: 1912-1948. ED 229 770

***Media Selection***
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175. ED 230 177
Evaluating and Adapting Materials for Use with Bilingual Exceptional Children. ED 230 007
Evaluation of Microcomputer Software: How Valid Are the Criteria and Procedures? ED 230 171
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3. ED 230 175

***Medical Evaluation***
Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers. ED 230 344

***Medical Laboratory Assistants***
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education. ED 229 583
Microscope. Module No. VI. Health Occupations Education II. ED 229 662

***Medical Research***
Sourcebook on Food and Nutrition. Third Edition. ED 230 550

***Medical Services***
Geriatric Care. Module No. V. Health Occupations Education II. ED 229 661
Health Occupations Education II. Instructor's Manual. ED 229 656
Health Planning. Health Policy--Paper #2. ED 230 491
Introduction to Health Occupations Education II. Module No. I. Health Occupations Education II. ED 229 657
Practical Nursing. Volume II. Health Occupations Education. Revised. ED 229 540
Safety. Module No. III. Health Occupations Education II. ED 229 659

***Medical Students***
A Meta-Analytic Evaluation of an Interpersonal Skills Curriculum: Accumulating Evidence Over Successive Occasions. ED 230 149
Actions Underway to Reduce Delinquencies in the Health Professions and Nursing Student Loan Programs. ED 230 095

***Medical Vocabulary***
How Do You Feel? = Koj Puas Xis Nyob? English-Hmong Medical Handbook. ED 230 049
Introduction to Health Occupations Education II. Module No. I. Health Occupations Education II. ED 229 657

***Memory***
Individual Differences in Children's Ability to Profit from Picture Adjunct Aids. ED 230 585

***Mental Health***
Economics, Work, and Mental Health: Implications for Primary Prevention. ED 229 702

***Mental Health Programs***
Mental Health Services in a School of Dentistry. ED 229 677

***Mental Retardation***
An Investigation of Field-Dependent and Field-Independent Cognitive Style in Mentally Retarded Individuals in Sheltered Workshops in West Virginia. ED 229 549
Planning and Operating Group Homes for the Handicapped. ED 229 642
Project TRABAJO and Individualized Bilingual Education for Children with Retarded Mental Development. E.S.E.A. Title VII and Chapter 720 Annual Evaluation Report, 1980-81. ED 230 640
Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982). ED 229 704
Verbal Self-Instruction for the Mentally Retarded: The Missing Link. ED 230 016

***Mentors***
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils. ED 229 953

***Mercy College NY***
Structuring an Adult Learning Environment. Part IV: Establishing an Environment for Problem Solving. ED 229 548

***Merit Pay***
Faculty Evaluation in the Division of HPERD at the University of Georgia. ED 230 507

***Merit Rating***
Faculty Evaluation in the Division of HPERD at the University of Georgia. ED 230 507

***Meta Analysis***
A Meta-Analytic Evaluation of an Interpersonal Skills Curriculum: Accumulating Evidence Over Successive Occasions. ED 230 149

***Meta Evaluation***
The 'I and We' of Accountability: An Example of Meta-Evaluation in Educational Administration. ED 229 837

***Metacognition***
Brain Event-Related Potential Correlates of Concept Learning. ED 229 623

***Metadiscourse***
Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273. ED 229 720

***Metal Bonded Repair***
Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education. ED 229 584

***Metal Working***
Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education. ED 229 584

***Metals***
Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education. ED 229 584

***Metaphorical Thought***
Developmental Changes in Metaphor Comprehension: It's Not All Uphill. ED 230 294

***Metaphors***
Developmental Changes in Metaphor Comprehension: It's Not All Uphill. ED 230 294

***Methods Research***
Action Research in a University Laboratory School: An Interview Study. ED 230 613
Competitive Argumentation in Computational Theories of Cognition. Cognitive and Instructional Science Series. CIS-14. ED 230 180

***Metric System***
A Research-Based Staff Development Model: The Premise and the Program. ED 230 523

***Mexican American History***
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas. ED 230 316

***Mexican Americans***
Analysis of English/Spanish Oral Interaction Between First Grade Mexican-American Children and Teacher-Aides. ED 230 357
Chicano Children's Literacy Learning at Home. ED 230 350
Education of the Mexican American in the United States: Progress and Stalemate. ED 230 352
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80. ED 230 356

***Mexicans***
The Hispanicization of the United States. ED 230 349

***Mexico***
The Hispanicization of the United States. ED 230 349

***Miami Dade Community College FL***
Interactive Video at Miami-Dade Community College. ED 230 256

***Michigan***
A Michigan Carto-Bibliography: An Annotated Guide to Sources Pertaining to Michigan Maps, Atlases, and Related Cartographic Materials. ED 230 482
A Statewide Program Network That Works. NCCSCE Working Paper Series. ED 230 219

***Michigan School for the Blind***
1981 Follow-Up Study of Students Enrolled and Previously Enrolled in the Michigan School for the Blind and the Michigan School for the Deaf. ED 230 012

***Michigan School for the Deaf***
1981 Follow-Up Study of Students Enrolled and Previously Enrolled in the Michigan School for the Blind and the Michigan School for the Deaf. ED 230 012

***Microcomputers***
A Soft Sell for Hardware: The Use of Microcomputer Technology for Cost Effective Special Education Management. ED 229 904
An Apple for the Teacher. ED 230 222
Black Boxes: The Developing World of Microcomputers. Conference Report. ED 230 193
Computers in Education. Proceedings of the South African Congress. = Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse Kongres. ED 230 182
Evaluation of Microcomputer Software: How Valid Are the Criteria and Procedures? ED 230 171
Learning to Read and Write with Personal Computers. Reading Education Report No. 42. ED 229 728
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3. ED 230 175
MCE Field Study Project. ED 230 174
State Plan for Computer Utilization in North Carolina Public Schools. ED 230 191
The Impact of Microcomputers on Composition Students. ED 229 791
The Microcomputer as an Efficient and Versatile Speech-Output Communication Aid. ED 229 908
Update on the School Market for Microcomputers. ED 230 192

***Microelectronics***
Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7. ED 229 641

***Microscopes***
Microscope. Module No. VI. Health Occupations Education II. ED 229 662

***Middle Aged Adults***
Stability of Personality Characteristics throughout Adulthood. ED 229 710
The Third Quarter: The Influence of Family on Active Women 50-75. ED 229 681

***Middle Schools***
Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981). ED 230 497
Effects of Interdisciplinary Team Teaching. Research Synthesis. ED 230 533

***Migrant Children***
Analysis of Migration Characteristics of Children Served Under the Migrant Education Program. Report to the Congress. ED 230 353

***Migrant Education***
What Effective Schooling Research Says to Migrant Education Program Planners. ED 230 354
What's Happening in June? ED 230 350

***Migrant Health Services***
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982. ED 230 329

***Migrant Programs***
Analysis of Migration Characteristics of Children Served Under the Migrant Education Program. Report to the Congress. ED 230 353
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982. ED 230 329

***Migration Patterns***
Analysis of Migration Characteristics of Children Served Under the Migrant Education Program. Report to the Congress. ED 230 353

***Mild Disabilities***
Career Planning Meets the Micro: A Demonstration. ED 229 906
Cost-Effective/Program-Effective Special Education Program Delivery. ED 229 991
Day Care as Early Intervention for Children with Mild Developmental Delays. ED 230 010
Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties. A Special Needs Document. ED 229 537
S.W.A.T. (Study with a Teacher). ED 229 966
Volunteers and Children with Special Needs. Second Edition. ED 229 894

***Mild Mental Retardation***
Information Needs of Parents and Availability of Community Services for Mildly Mentally Handicapped High School Students. ED 229 977
Mildly Handicapped Students' Self-Awareness of Academic Skills. ED 229 994

***Military Personnel***
Feasibility of Modelling the Supply of Older Age Accessions. ED 229 614

***Military Service***
Feasibility of Modelling the Supply of Older Age Accessions. ED 229 614

***Military Training***
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief. ED 230 196
Current Knowledge and Projection on Assessing the Effectiveness of Training. ED 230 170
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films. ED 229 622

***Minicourses***
The Minicourse Approach: What It Is and How It Works. ED 230 093

***Minimum Competencies***
Arizona Business Occupations Common-Core Competency Modules. ED 229 518

***Minimum Competency Testing***
Assessing Minimal Competence for Certification with the National Teacher Examinations. ED 230 541
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications. ED 230 622
Guidelines for Proficiency Tests. ED 230 589
Minimum Competency Testing and Handicapped Children: Is There a Role for the School Psychologist? ED 229 914
Project Basic Test Interpretation. ED 230 597
Technical Works for Basic Skills Assessment Programs. Final Report. ED 230 628

***Minnesota***
Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report. ED 229 530

***Minority Allied Health Project (AASCU)***
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment. ED 230 112

***Minority Group Children***
Linguistic Perspectives on Minority Education. Technical Report No. 275. ED 229 730
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diverse Students. Final Report. Revision. ED 230 620

***Minority Groups***
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment. ED 230 112
Attracting Minority Audiences to Public Television. ED 230 655
Higher Education Opportunities for Minorities and Women: Annotated Selections--1982 Edition. ED 230 120
In Search of Diversity. Symposium on Minority Audiences and Programming Research: Approaches and Applications (Lenox, Massachusetts, October 1980). ED 230 650
School Psychologists' Use of Nondiscriminatory Assessment: Implications for Educating Handicapped Minority Students. ED 230 002
Social Mobility and Public Sector Employment. ED 229 881
The Core Student Affirmative Action Program at the California State University. A Second Review. ED 230 090
The Few Among the Many: Interviews of Minority Community College Faculty. ED 230 251
Vocational Education for Immigrant and Minority Youth. Information Series No. 257. ED 229 581
Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981. ED 230 080

***Missouri***
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7. ED 229 855

***Models***
Changing Public Interest Values in Broadcast Deregulation. ED 229 804
Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report. ED 229 612
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 1: Description of Research Methods and Results. Final Report. ED 230 199
Examining the Impact of High School Vocational Education. ED 229 557
Facilitating Comprehension and Processing of Language in Classroom and Clinic. ED 229 978
Feasibility of Modelling the Supply of Older Age Accessions. ED 229 614
Implementing Army Training Programs: Translating Model into Action. ED 230 592
Learning the New Way: Giving and Taking Instruction by Telecommunications. ED 230 008
Learning Disabilities at the Crossroads. ED 229 958
Learning Styles: Applications in Voc Ed. Information Series No. 254. ED 229 573
State Plan for Computer Utilization in North Carolina Public Schools. ED 230 191
Structuring an Adult Learning Environment. Part IV: Establishing an Environment for Problem Solving. ED 229 548
Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II. ED 230 557
Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV. ED 230 558
Teaching Scientific Analogies: A Proposed Model. ED 230 423
The Effects of PL 94-142 on School Services to Adolescents with Behavior Disorders in Illinois. ED 229 972

***Moderate Mental Retardation***
Work Skills for Prevocational Training. ED 230 004

***Modern Language Curriculum***
Designing and Developing a Management/Autoinstructional System, Test, Evaluation, and Review (MASTER) Program for Second Language Acquisition. ED 230 243

***Money Management***
Actions Underway to Reduce Delinquencies in the Health Professions and Nursing Student Loan Programs. ED 230 095

***Monroe Model***
Strategies and Techniques for Mainstreaming. Revised. ED 229 930

***Montana***
What to Do When the Smoke Clears: Stage I and Stage II Planning with Asian Refugees. ED 230 630

***Montgomery County Public Schools MD***
A Management Study of Personnel Policies and the Department of Personnel Services. ED 230 635
An Evaluation of the Impact of the Basic Core of Course Offerings on Senior High School Programs. ED 230 632
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System. ED 230 633

***Moral Development***
Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World. ED 230 388
Informally Inviting Moral Development: Teacher Perception and Behaviour Regarding the Handling of Moral Transgressions. ED 230 519
The Effects of Recency and Story Content on Children's Moral Judgments. ED 230 295

***Moral Issues***
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World. ED 230 367
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World. ED 230 368
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World. ED 230 369
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World. ED 230 370
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World. ED 230 371
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World. ED 230 372
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World. ED 230 373
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World. ED 230 374
Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World. ED 230 376
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World. ED 230 375
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World. ED 230 377
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World. ED 230 378
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World. ED 230 380
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World. ED 230 379
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World. ED 230 381
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World. ED 230 382
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World. ED 230 383
Technology and Changing Lifestyles. Student's Guide. Preparing for Tomorrow's World. ED 230 384
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World. ED 230 385
Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World. ED 230 386
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World. ED 230 387

***Moral Values***
Judgment of Intentionality by Nursery School Children. ED 230 284
Leadership and Some Related Propositions: A Response to the Ideas of James MacGregor Burns. ED 230 463

***Morale***
Age, Ethnicity and the Factorial Invariance of Morale. ED 229 679

***Morocco***
Development for Women? The 1981-85 Moroccan Plan Considered. ED 230 474

***Mothers***
In Futile Pursuit: Rejecting Mothers and Their Approval-Seeking Daughters. ED 229 697
Maternal Depression: A Source of Stress for Children. ED 230 313
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants. ED 230 305
Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation. ED 230 283
Mothers and Gifted Preschoolers Teaching and Learning Strategies. ED 230 312
Two Generations of Mothers and Daughters: Role Status and Interdependence. ED 229 671

***Motor Development***
Adapted Physical Education: Resource Manual. ED 229 951
Basic Stuff Series Index. and Using Basic Stuff in the Teacher Preparation Program. ED 230 540
How Abnormal Reflexes Influence Movements in Cerebral Palsy. ED 230 529
Interdependent Support Service Model. ED 230 006
Outline for Remediation of Problem Areas for Children with Learning Disabilities. Revised. = Bosquejo para la Correccion de Areas Problematicas para Ninos con Impedimientos del Aprendizaje. ED 229 922
Perceptual Aspects of Motor Performance. ED 230 545
Psychomotor Assessment of the Severely Handicapped Individual. ED 229 971
The Adaptive Physical Education Program: Its Design and Curriculum. ED 229 891
The Effects of Dynamic Range of Motion Exercises and Static Stretching on Strength and Range of Motion of the Hip Joint. ED 230 548

***Motor Reactions***
The Effects of Dynamic Range of Motion Exercises and Static Stretching on Strength and Range of Motion of the Hip Joint. ED 230 548

***Mott Foundation***
Teenage Pregnancy: A Critical Family Issue. ED 230 649

***Movement Education***
Feeling Strong, Feeling Free: Movement Exploration for Young Children. ED 230 266
How Abnormal Reflexes Influence Movements in Cerebral Palsy. ED 230 529

***Muckraking***
The Muckrakers and Lynching: A Case Study in Racial Thinking.
ED 229 769
***Multicultural Education***
Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness.
ED 229 621
People of Nova Scotia. Introduction to 30 World Cultures in Nova Scotia with Personal Stories, Poems and Viewpoints. Second Edition.
ED 230 480
Towards New Directions in Black Studies: Black Studies, the Computer Age.
ED 230 216
***Multimedia Instruction***
Four Principles for Designing Instructions.
ED 229 616
***Multiple Choice Tests***
Effects of Including Humor in Test Items.
ED 230 588
The Effect of Item Format on Item Difficulty and Item Discrimination.
ED 230 582
The Use of Objective Tests. Teaching in Higher Education Series: 9. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 106
***Multiple Counting***
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
ED 229 596
***Multiple Disabilities***
Issues in the Education of Multihandicapped Hearing-Impaired Children.
ED 229 940
Motivation Plus (Assessments and Games for Severely Multiple Impaired Children).
ED 229 970
***Multiple Regression Analysis***
Identification of Exemplary Schools: A Secondary Analysis of Sixth Grade Data from the California Assessment Program.
ED 230 593
***Multisensory Learning***
Improving Audience Learning from Television News through Between-Channel Redundancy.
ED 229 777
***Municipal Overburden***
School Finance Reforms and Big-City Fiscal Problems. Working Papers in Education Finance, Paper No. 16.
ED 229 861
***Muscular Disabilities***
Project Access: ABE & GED Instruction and Testing for Sight and Muscular Handicapped Persons. (A 310 Project, 7-1-81 to 6-30-82).
ED 229 575
***Muscular Strength***
The Effect of Weight Reduction on Body Composition and Strength in High School Wrestlers.
ED 230 553
The Effects of Dynamic Range of Motion Exercises and Static Stretching on Strength and Range of Motion of the Hip Joint.
ED 230 548
***Museums***
Study on the Development of Museums for Improved Integration of the Cultural Heritage into the Education System in French-Speaking African Countries.
ED 230 456
***Music***
The Sounds and the Music: Phenomena of Creativity and Routine in the Kindergarten.
ED 230 275
***Napa Infant Program CA***
The Napa Infant Program. Final Program Performance Report, July 1, 1981-June 30, 1982.
ED 229 888
***Narration***
Writing in the Introductory Literature Class.
ED 229 785
***National Assessment of Educational Progress***
Design of the National Assessment of Educational Progress. Final Report.
ED 230 623
Development of the National Assessment of Educational Progress.
ED 230 618
Director's Report to the Congress on the National Assessment of Educational Progress.
ED 230 619
National Assessment of Educational Progress.
ED 230 596
Productive Factors in School Learning: A Quantitative Synthesis of National Assessment Studies.
ED 230 575
Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
ED 229 748
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51.
ED 230 603
***National Assn Independent Colleges Universi***
Public Policy and Independent Higher Education.
ED 230 155
***National Board of Medical Examiners***
Comparing Four Estimates of the Criterion-Referenced Standard for a Written Test.
ED 230 617
***National Competency Tests***
Assessing Minimal Competence for Certification with the National Teacher Examinations.
ED 230 541
***National Defense***
Facing the Future.
ED 230 127
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume I: Forecast Summary.
ED 229 535
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume II: Forecast Details.
ED 229 536
***National Diffusion Network Programs***
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 485
***National History Day***
Trade and Industry in History. National History Day, 1982.
ED 230 464
***National Indian Council on Aging***
"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982).
ED 230 318
***National Institute of Education***
Education, Productivity and the National Economy. A Research Initiative of the National Institute of Education.
ED 229 513
The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research.
ED 229 514
***National Programs***
Development for Women? The 1981-85 Moroccan Plan Considered.
ED 230 474
Marketing Education: A Future Perspective. Special Publication Series No. 37.
ED 229 645
***National Science Board***
The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session. Serial E.
ED 230 433
***National Science Foundation***
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
ED 230 414
The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session. Serial E.
ED 230 433
***National Teacher Examinations***
Assessing Minimal Competence for Certification with the National Teacher Examinations.
ED 230 541
***Native Language Instruction***
Marathi Illustrated Vocabulary.
ED 230 045
Marathi Vocabulary Manual.
ED 230 044
Study of School Programs for Alberta Natives. Executive Summary.
ED 230 334
Study of School Programs for Alberta Natives. Technical Report.
ED 230 336
***Natural Approach (Languages)***
The Natural Approach: Language Acquisition in the Classroom.
ED 230 069
***Natural Resources***
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World.
ED 230 373
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 374
Establishing Data-Exchange Networks Through Data Management & Telecommunications.
ED 230 184
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World.
ED 230 377
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 378
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
ED 230 412
***Natural Sciences***
Studies of Scientific Disciplines. An Annotated Bibliography.
ED 230 425
***Naturalistic Research***
Naturalistic Inquiry: Paradigm and Method.
ED 230 574
***Navajo (Nation)***
A Utah Navajo History = Dineji Nakee' Naahane'
ED 230 347
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture.
ED 230 343
***Nazism***
Teaching the Holocaust at a Two-Year Public College.
ED 230 226
***Nebraska***
The 4-H Program Contribution to Family Strength. Evaluation Study.
ED 230 339
***Need Analysis (Student Financial Aid)***
Student Financial Aid in Florida. Consultants' Report.
ED 230 124
***Need Gratification***
The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers.
ED 230 656
***Needs Assessment***
A Student Health Insurance Needs Survey. Research Report #2.
ED 230 107
Access, a Demonstration Project: Entitlement for Indian Elders. Final Report.
ED 230 319
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment.
ED 230 111
Beyond Needs Assessment to Marketing Continuing Education in Nursing.
ED 230 608
Health Planning. Health Policy--Paper #2.
ED 230 491
Information Needs of Parents and Availability of Community Services for Mildly Mentally Handicapped High School Students.
ED 229 977
***Negative Attitudes***
Filial Crisis among the Adult Children of the Elderly.
ED 229 715
***Neighborhood Improvement***
Community Education and Housing Needs.
ED 229 619
***Networks***
Consultation of Animators of Networks of Educational Innovation for Development. Unesco Conference (Bois du Rocher, September 8-12, 1980). Final Report.
ED 230 457
The Network of Educational Systems for Development in Central America and Panama Project, 1975-1979. An Experiment in Technical Co-operation among Countries.
ED 230 453
***Neurolinguistics***
Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences. Volume 379.
ED 230 042
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing.
ED 229 793
***Neurological Impairments***
How Abnormal Reflexes Influence Movements in Cerebral Palsy.
ED 230 529
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing.
ED 229 793
***Neurological Organization***
Brain Event-Related Potential Correlates of Concept Learning.
ED 229 623
The Effects of Aging on Motor Performance.
ED 230 488
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
ED 230 629
***Neurology***
Psychomotor Assessment of the Severely Handicapped Individual.
ED 229 971
***New Jersey***
Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book.
ED 229 562
New Jersey Mediagraphy.
ED 230 188
***New Journalism***
Humankind, Nature and the New Journalism: A Return to the Mythopoeic.
ED 229 798
***New Mexico (Albuquerque)***
OCETA Job Preparation Research Project. Final Report.
ED 229 526
***New York***
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators.
ED 229 531
College and University Opening Fall Enrollment, New York State, Fall 1982.
ED 230 108
Differences in Role Expectations for Community College Faculty.
ED 230 223
The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980.
ED 230 116
Toward Increased Voluntary Interdistrict Integration in New York State.
ED 229 852
***New York City Board of Education***
Teaching America: East European Jewish Immigrants and the Public School Curriculum in Turn-of-the-Century New York City.
ED 230 646
***New York College Proficiency Examination Pr***
Granting Credit for College Proficiency and Regents External Degree Examinations in New York State: A Summary of Institutional Policies, 1981-82.
ED 230 114
***New York Times***
Amnesty in the New York Times: A Quantitative Case Study.
ED 230 481
***Newfoundland***
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery.
ED 229 988
***News Media***
Legislators' Images of Mass Media News Reporting Performance.
ED 229 802
***News Reporting***
Anonymous Attribution in "Time" and "Newsweek": Frequency and Form.
ED 229 796
Improving Audience Learning from Television News through Between-Channel Redundancy.
ED 229 777
Legislators' Images of Mass Media News Reporting Performance.
ED 229 802
The American "New Journalism" and the Europeans.
ED 229 774
The Effects of Actualities on the Recall of and Interest in Radio Newscasts.
ED 229 797
The News Quality Index: An Instrument for Assessing Local TV News.
ED 229 775
The Press Conferences of Eleanor Roosevelt.
ED 229 770
The U.S. Government's Assistance to the AP's World-Wide Expansion: 1912-1948.
ED 229 778
***News Writing***
Humankind, Nature and the New Journalism: A Return to the Mythopoeic.
ED 229 798
***Newspaper in Education Program***
Assessing the Impact of Newspaper in Education Programs: Changes in Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report.
ED 229 752
***Newspapers***
Amnesty in the New York Times: A Quantitative Case Study.
ED 230 481
Assessing the Impact of Newspaper in Education Programs: Changes in Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report.
ED 229 752
Legislators' Images of Mass Media News Reporting Performance.
ED 229 802
The American "New Journalism" and the Europeans.
ED 229 774
The Social Ecology of the Newspaper.
ED 229 776
Tocqueville, Garrison, and the Perfection of Journalism.
ED 229 772
***Newton Community Schools MA***
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects.
ED 230 449
***Nondiscriminatory Education***
Evaluating and Adapting Materials for Use with Bilingual Exceptional Children.
ED 230 007
***Nonformal Education***
A Roundup of Country Reports on Environmental Education.
ED 230 439
The Study Circle: A Practical Scandinavian Pedagogy.
ED 229 590
***Noninstructional Responsibility***
Management Functions of Secondary Vocational Teachers in Kansas with Implications for Pre-Service and In-Service Education.
ED 229 512
***Nonschool Educational Programs***
Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.
ED 230 647
***Nontraditional Education***
Education and Solipsism.
ED 230 208
***Nontraditional Occupations***
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 076
***Nontraditional Students***
Integrating Cognitive Development and the Basic Skills.
ED 229 725
***Norm Referenced Tests***
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data.
ED 230 520
***Normalization (Handicapped)***
Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report.
ED 230 326
***North Carolina***
State Plan for Computer Utilization in North Carolina Public Schools.
ED 230 191
***North Carolina (Charlotte)***
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303.
ED 229 831
***North Dakota***
Fall 1982 Enrollments, North Dakota Institutions of Higher Education.
ED 230 125
The Status of Geography in North Dakota Secondary Schools.
ED 230 461
***North West Oklahoma Inservice Cooperative***
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.
ED 230 522
***Northwestern High School MI***
Report on the Results of a Survey of Northwestern High School Staff. High School Improvement Project, June 1982.
ED 230 663
Report on the Results of a Survey of Northwestern High School Students. High School Improvement Project, June 1982.
ED 230 654
***Notetaking***
Writing in Vocational Education.
ED 229 594
***Notional Functional Syllabi***
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish.
ED 230 052
***Nuclear Energy***
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World.
ED 230 371
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 372
***Number Concepts***
Teaching Beginning Mathematics to Students with Retardation, Autism, and Learning Disabilities.
ED 229 973
The Development of Children's Understanding of Numerical Representation. Final Report.
ED 230 410
***Number Systems***
The Development of Children's Understanding of Numerical Representation. Final Report.
ED 230 410
***Nurse Patient Relationship***
Interpersonal Empathy: A Training Program for Health Care Professionals.
ED 229 824
***Nursery Schools***
Does Attendance in a Nursery School Program Have an Effect on Reading Readiness at the Kindergarten Level?
ED 229 729
***Nurses***
Interpersonal Empathy: A Training Program for Health Care Professionals.
ED 229 824
Job Literacy and Job Performance among Nurses at Varying Employment Levels.
ED 229 726
***Nursing Education***
Actions Underway to Reduce Delinquencies in the Health Professions and Nursing Student Loan Programs.
ED 230 095
Beyond Needs Assessment to Marketing Continuing Education in Nursing.
ED 230 608
Marketing as a Tool for Maximizing the Utilization of Findings from Outcome Evaluation.
ED 230 595
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project.
ED 230 112
***Nutrition***
A Handbook for Helping Parents "Group."
ED 229 927
Food and Nutrition.
ED 229 646
Ground to Grits. Scientific Concepts in Nutrition/Agriculture.
ED 229 62
Inventory of Data Sources in Science and Technology. A Preliminary Survey.
ED 230 429
Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide.
ED 229 635
Nutrition, Health, and Safety for Child Caregivers: Student Laboratory Manual.
ED 229 636
Perceived Social Support, Social Interaction and Nutrition among the Elderly.
ED 229 690
Sourcebook on Food and Nutrition. Third Edition.
ED 230 556
***Objective Tests***
The Use of Objective Tests. Teaching in Higher Education Series: 9. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 106
***Objectives***
Computer Science Curriculum Development Guide.
ED 230 168
***Observation***
Sequential Information Presentation, Behavioral Expectations, and the Observer Bias.
ED 229 682
***Observational Learning***
Chicano Children's Literacy Learning at Home.
ED 230 358
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 351
***Occupational Aspiration***
An Analysis of Aspirational Goals of Two-Year Business College Students.
ED 230 249
Educational and Occupational Orientations of Young Hispanic Women in the Brownsville, Texas, Area.
ED 230 240
Lifestyles & Values of College Students: Classes of 1980 through 1985.
ED 230 137
Towards an Explanation of Leisure Services Practitioner Attrition: A Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics.
ED 230 152
***Occupational Clusters***
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 507
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 508
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 509
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 510
Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 504
Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 505
Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition.
ED 229 506
Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 511
***Occupational Home Economics***
Caregivers of Infants and Toddlers: Instructor's Guide.
ED 229 633
Caregivers of Infants and Toddlers: Student Laboratory Manual.
ED 229 634
Home Economics Careers in Food Service.
ED 229 647
Home Economics Careers in Food Service. Teacher Guide.
ED 229 648
Nutrition, Health, and Safety for Child Caregivers: Student Laboratory Manual.
ED 229 636
***Occupational Information***
Career Exploration. Module No. II. Health Occupations Education II.
ED 229 658
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 507
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 508
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 509
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 510
Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 504
Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 505
Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition.
ED 229 506
Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 511
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume I. Bulletin 1690-I.
ED 229 628
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume II. Bulletin 1690-II.
ED 229 629
***Occupational Mobility***
An Analysis of Aspirational Goals of Two-Year Business College Students.
ED 230 249
***Occupational Safety and Health***
Safety. Module No. III. Health Occupations Education II.
ED 229 659
***Occupational Tests***
NATCON 4.
ED 229 571
***Occupations***
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 507
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 508
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 509
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 510
Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 504
Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 505
Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition.
ED 229 506
Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 511
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 577
***Oceanography***
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 368
***Office Occupations Education***
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators.
ED 229 531
Competency-Based Word Processing (Grade Levels 9-12). Bulletin No. 1699.
ED 229 627
The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions.
ED 229 538

***Ohio***
Career and Vocational Education in Ohio for the 1980's and Beyond. ED 229 545
Strengthening College/Company Cooperation: An Ohio Perspective. ED 230 078
The Economic and Social Impacts of the Transition from the Industrial Society to a Computer Literate, High Technology, Information Society. ED 229 591
The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities. ED 230 079

***Ohio (Toledo)***
High Technology in the Manufacturing Sector of the Toledo Economy. ED 229 589

***Older Adults***
"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982). ED 230 318
A Competency Oriented Small Group Intervention: Older Worker Job Club. ED 229 694
Access, a Demonstration Project: Entitlement for Indian Elders. Final Report. ED 230 319
Age-Related Visual Changes and Their Impications for the Motor Skill Performance of Older Adults. ED 230 338
Aging and Family Resources: Availability and Proximity of Kin. ED 229 686
Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching. ED 229 559
Graying of the National Budget: The Impact of an Aging Population. ED 229 706
How are Senior Citizens Portrayed in Basal Readers? ED 229 742
Is Growing Old Inevitable? A Systems Perspective to Biological Changes and Educational Priorities in Later Adulthood. ED 230 524
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7th, Dubuque, IA, July 24-27, 1982). ED 230 322
Older People's Perceptions of Great-Grandparenthood. ED 229 687
Older Workers: What Voc Ed Can Do. Information Series No. 256. ED 229 580
Perceived Social Support, Social Interaction and Nutrition among the Elderly. ED 229 690
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report . ED 229 563
Sharing the Past: Themes and Values from Early Life. ED 229 691
Social and Health Service Utilization: A Path Analysis. ED 229 667
Social Integration in Planned Retirement Communities. ED 229 705
Stability of Personality Characteristics throughout Adulthood. ED 229 710
The Effects of Aging on Motor Performance. ED 230 488
The Relative Importance of Social Ties. ED 229 714
The Third Quarter: The Influence of Family on Active Women 50-75. ED 229 681
Turning the Tables on Assistance: Elderly as Care Providers. ED 229 675

***Older Workers***
Older Workers: What Voc Ed Can Do. Information Series No. 256. ED 229 580

***On the Job Training***
A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change. ED 230 014

***On Campus Students***
On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1982. Report 82-2. ED 230 128
Utilization of Residence Hall Facilities, Fall 1982 with Trends from Fall 1974. Report No. 9-82. ED 230 082

***One Parent Family***
Financial Dislocations among Divorcing Families. ED 229 707
One-Parent Families and Educational Disadvantage. Working Paper No. 4. ED 229 693

***Online Systems***
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982). ED 230 205

***Ontario***
A Review of Distance Education in Ontario Universities. ED 230 097
Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85. ED 230 126
Working Together: Strategy for Race Relations in Ontario. ED 230 661

***Open Education***
A Follow-Up Study: Open Education as Evaluated by Students Seven Years Later. Part I, 1973 - 1980; Part II, 1975 - 1982. ED 230 288

***Open Enrollment***
Status of Open Door Admissions. Issues, Trends and Projects Committee Report No. 1. ED 230 214

***Operating Expenses***
Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85. ED 230 125
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin. ED 230 074
Inflation Measures for Schools and Colleges. ED 230 083

***Oral History***
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas. ED 230 316

***Oral Interpretation***
Guided Imagery as a Bi-Modal Approach to Preparation for Performance. ED 229 803

***Oral Language***
Characteristics of Students' Classroom Talk Surrounding the Assignment, Production and Evaluation of a Writing Task. ED 229 757
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing. ED 229 793

***Oregon***
Teacher Salaries in Oregon: A Longitudinal Study of Salaries of Teachers in Oregon Public Schools, Community Colleges, and the State System of Higher Education from 1971/72 through 1981/82. ED 229 847

***Organizational Change***
The Social Ecology of the Newspaper. ED 229 776

***Organizational Climate***
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US. ED 229 818
Organizational Climate: A Summary of Research and Controversy. ED 229 820
Restraining and Liberating Perceptions Regarding Minority Women's Institutional Participation. ED 230 143

***Organizational Communication***
Communication Policies and Practices in American Corporations. ED 229 806
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US. ED 229 818
Employee Network Propensity as a Function of Perceived Job Satisfaction, Ambiguity Tolerance, and Locus of Control. ED 229 817
Organizational Climate: A Summary of Research and Controversy. ED 229 820
Organizational Grapevines: A State-of-the-Art Review. ED 229 810
Profile/83. IABC Special Report. ED 229 821

***Organizational Effectiveness***
Education, Management Style, and Organizational Effectiveness. Revised Version. ED 229 617
The 4-H Program Contribution to Family Strength. Evaluation Study. ED 230 339

***Organizational Objectives***
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24. ED 230 414
Cost Effectiveness in Evaluation Technical Assistance: Different Aspects of Measuring Cost and Outcomes. ED 230 616
Education and Solipsism. ED 230 208

***Organizational Theories***
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US. ED 229 818

***Organizations (Groups)***
Communication Policies and Practices in American Corporations. ED 229 806

***Orientation***
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films. ED 229 622

***Orientation Materials***
Comparative Effectiveness of Group Slide/Tape versus Individual Programmed Instruction in Sophomore Library Instruction. ED 230 179

***Otitis Media***
Otitis Media and Learning Disabilities: More Than a Relationship? ED 229 992

***Out of School Youth***
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73. ED 230 324

***Outcomes of Education***
Determining Maintenance of Achievement from ABE Programs. ED 229 564
Education and Local Development in Australian Rural Areas. Research Study No. 74. ED 230 325
Education, Management Style, and Organizational Effectiveness. Revised Version. ED 229 617
Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling. ED 229 516
Employability Skills System Program. A Final Report. ED 229 551
Examining the Impact of High School Vocational Education. ED 229 557
Identification of Exemplary Schools: A Secondary Analysis of Sixth Grade Data from the California Assessment Program. ED 230 593
Labor Force-Related Outcomes, Education-Related Outcomes, and Public Acceptance of Vocational Education. ED 229 593
Sex Education Program Outcomes: Student and Alumni Perceptions. ED 230 525
The Contribution of Education to U.S. Economic Growth, 1948-1973. ED 229 515
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51. ED 230 603

***Outdoor Activities***
The Effects of Project Interdependence. ED 229 962

***Outreach Programs***
Research for Policy: Faculty Perceptions and Policy Modifications to Enhance the Role of Continuing Education. ED 230 147
Teenage Pregnancy: A Critical Family Issue. ED 230 649
The Core Student Affirmative Action Program at the California State University. A Second Review. ED 230 090

***Pacific Islands***
The Minicourse Approach: What It Is and How It Works. ED 230 093

***Pacific Northwest***
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools. ED 230 362

***Paragraph Composition***
Developing Paragraph "Intuition": A Spiral Approach. ED 229 749

***Paragraphs***
Developing Paragraph "Intuition": A Spiral Approach. ED 229 749

***Parallel Alternate Curriculum***
Parallel Alternate Curriculum--A Mainstreaming Implementation Program at the Secondary Level: Alternative Teaching Strategies Combined with Basic Skills. ED 229 964

***Parallel Test Forms***
Effects of Including Humor in Test Items. ED 230 588
Item Bias Detection and Item Writing Technology. ED 230 564

***Paraprofessional School Personnel***
Wages and Salaries Paid Support Personnel in Public Schools, 1982-83. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 850

***Parent Associations***
A Handbook for Helping Parents "Group." ED 229 927

***Parent Attitudes***
A Handicapped Child in the Family: Readings for Parents. ED 229 928
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7. ED 229 932
One-Parent Families and Educational Disadvantage. Working Paper No. 4. ED 229 693
Parent Advocacy: Now More Than Ever Active Involvement in Educational Decisions. ED 230 013
The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E. ED 230 472
The Development of a Parent Attitudinal Questionnaire As a Measure of School Success. ED 230 587
The Impact of Gestalt Group Psychotherapy on Parents' Perceptions of Children Identified as Problematic. ED 229 669

***Parent Child Relationship***
Filial Crisis among the Adult Children of the Elderly. ED 229 715
In Futile Pursuit: Rejecting Mothers and Their Approval-Seeking Daughters. ED 229 697
Mother-Child Interaction, Comprehension of Emotion, and Sharing Behavior in Toddlers. ED 230 299
Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation. ED 230 283
Mothers and Gifted Preschoolers Teaching and Learning Strategies. ED 230 312
Parental Power and Behaviors as Antecedents of Adolescent Conformity. ED 229 708
Sex Education and Semantic Pitfalls. ED 229 709
The 4-H Program Contribution to Family Strength. Evaluation Study. ED 230 339
Two Generations of Mothers and Daughters: Role Status and Interdependence. ED 229 671

***Parent Counseling***
Counseling Hearing Parents of Deaf Children about Deaf Identity and the Deaf Community. ED 229 979

***Parent Education***
A Handbook for Helping Parents "Group." ED 229 927
Early Childhood Education 83/84. Annual Editions. Sixth Edition. ED 230 271
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980). ED 229 890
Parent Group Guide: Topics for Families of Young Children with Handicaps. ED 229 945
Parent Involvement in the Treatment of Disturbed Preschoolers. ED 229 982
Talks with Parents on Living with Preschoolers. ED 230 314
The Napa Infant Program. Final Program Performance Report, July 1, 1981-June 30, 1982. ED 229 888
Training Surrogate Parents. ED 229 986

***Parent Influence***
Parental Power and Behaviors as Antecedents of Adolescent Conformity. ED 229 708
1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data. ED 229 672

***Parent Materials***
A Handicapped Child in the Family: Readings for Parents. ED 229 928

***Parent Participation***
The Secondary Data Based Classroom Model. ED 229 941
Building and Alliance for Children: Parents and Professionals. ED 229 950
Parent Advocacy: Now More Than Ever Active Involvement in Educational Decisions. ED 230 013
Parent Involvement in the Primary Reading Curriculum: One Approach. ED 229 733
Social Network Influence on Father Involvement in Childrearing. ED 230 297
Utilization of Parents and Peers in Self-Contained Classrooms. ED 229 998

***Parent Responsibility***
When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care. ED 230 265

***Parent Role***
A Telephone Survey of Community Attitudes Toward Sex Education. ED 230 495
Curricula for High-Risk and Handicapped Infants. ED 229 933
Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior. ED 230 308
Parents. Career Planning and Vocational Programming for Handicapped Youth. ED 229 605
Social Network Influence on Father Involvement in Childrearing. ED 230 297
Talks with Parents on Living with Preschoolers. ED 230 314
The ABCs of Special Education: A Handbook for Parents = El ABS Sobre Educacion Especial: Un Folleto para los Padres. ED 229 921

***Parent School Relationship***
Building and Alliance for Children: Parents and Professionals. ED 229 950
Communicating with Parents: Special Needs Children in Family Day Care. ED 229 923
Parent Advocacy: Now More Than Ever Active Involvement in Educational Decisions. ED 230 013
Parent Involvement in the Primary Reading Curriculum: One Approach. ED 229 733
Parent Involvement in the Treatment of Disturbed Preschoolers. ED 229 982
Parents. Career Planning and Vocational Programming for Handicapped Youth. ED 229 605

***Parent Student Relationship***
Financial Aid for Self-Supporting Students: Defining Independence. ED 230 081

***Parent Teacher Cooperation***
Teacher Workbook on Family Life Education. ED 229 685

***Parenting***
Talks with Parents on Living with Preschoolers. ED 230 314

***Parents***
Information Needs of Parents and Availability of Community Services for Mildly Mentally Handicapped High School Students. ED 229 977

***Part Time Employment***
Effects of Individual and School Characteristics on Part-Time Work of High School Seniors. Technical Report. Studies in Employment and Training Policy: No. 5. ED 229 655
Effects of Work Time on School Activities and Career Expectations. Technical Report. Studies in Employment and Training Policy: No. 4. ED 229 654

***Part Time Faculty***
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education. ED 229 630

***Part Time Students***
Fall 1982 Enrollments, North Dakota Institutions of Higher Education. ED 230 123

***Participative Decision Making***
Beacons for Change: An Innovative Outcome Model for Community Colleges. ED 230 231
Education, Management Style, and Organizational Effectiveness. Revised Version. ED 229 617
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice. ED 230 496
Quality Circles: Applications in Vocational Education. Information Series No. 249. ED 229 607
The Collaborative Mode in Adult Education: A Literature Review. ED 229 534
Three Keys to Successful Staff Development: Evaluation, Participant Planning and School-Based Programming. ED 230 526

***Pask (Gordon)***
Learning Styles and Learning Strategies. I. Conversation Theory--The Work of Gordon Pask. 1983:01. ED 230 562

***Passive Solar Design***
Competency Based Education Curriculum for Energy Efficient Building Construction. ED 229 611

***Patients***
A Multivariate Analysis of Termination Status in a Rural Community Mental Health Center. ED 229 666
Geriatric Care. Module No. V. Health Occupations Education II. ED 229 661

***Pattern Matching***
Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems. ED 230 186

***Pattern Recognition***
Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems. ED 230 186

***Peace Corps***
Spanish for Peace Corps Volunteers in Specialized Technical Jobs. ED 230 017

***Peer Acceptance***
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D. ED 229 887
Pairing--A Precursor to Mainstreaming. ED 229 915
The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments. ED 229 963

***Peer Counseling***
Entry-Year Assistance Committee: A Support System for Beginning Teachers. ED 230 511
NATCON 4. ED 229 571

***Peer Evaluation***
Entry-Year Assistance Committee: A Support System for Beginning Teachers. ED 230 511
Peer Groups in the Composition Classroom: A Case Study. ED 229 799
Students' Oral Response to Written Composition. ED 229 781
The Critique Circle: A Technique for Teaching Oral Performance Criticism. ED 229 812
The W.A. Peer Process Consultancy Project: Action Research as Inset for Principals. ED 229 836

***Peer Influence***
1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data. ED 229 672

***Peer Relationship***
Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships. ED 230 644
Help-Seeking in Elementary Classrooms: An Observational Study. ED 230 286
Maintaining Least Restrictive Environments and Least Restrictive Alternatives for Handicapped and Nonhandicapped Students in Regular Education Classrooms. ED 229 981
Social Integration in Planned Retirement Communities. ED 229 705
The Effects of Project Interdependence. ED 229 962

***Peer Teaching***
A Research-Based Staff Development Model: The Premise and the Program. ED 230 523
Peer Tutoring as an Instructional Methodology for Social Studies Teaching. ED 230 477
With a Little Help from My Friend: Mastering Math Facts with Peer Tutoring. ED 229 999

***Pennsylvania***
A Comparison between Business and Industry Linkage Structures in Pennsylvania Community and Junior Colleges and Those Described in the Literature. ED 230 253
Vocational Education Tool and Equipment Inventory. ED 229 546

***Perceptual Development***
Developing Paragraph "Intuition": A Spiral Approach. ED 229 749
Perceptual Aspects of Motor Performance. ED 230 545
Some Prerequisites in Learning to Solve Figural Analogy Problems. ED 230 281
Teaching Beginning Mathematics to Students with Retardation, Autism, and Learning Disabilities. ED 229 973

***Perceptual Handicaps***
Research on Reversals, with Emphasis on Connected Text Studies. ED 229 745

***Perceptual Motor Coordination***
Perceptual Aspects of Motor Performance. ED 230 545

***Perceptual Motor Learning***
Perceptual Aspects of Motor Performance. ED 230 545

***Performance Appraisal***
Behavioral Indices of Raters' Cognitive Processing in Performance Appraisal. ED 229 670

***Performance Contracts***
Contract Learning in the Traditional Technical Writing Class. ED 230 210
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series. ED 229 663

***Performance Factors***
Contextual Controls of Competence with "Before" and "After." ED 230 296
Factors Important in Composing Legal Written Communication. ED 229 751
Productive Factors in School Learning: A Quantitative Synthesis of National Assessment Studies. ED 230 575

***Periodicals***
An Annotated Guide to Current Periodicals in the Third World Resource Centre. ED 230 467
Anonymous Attribution in "Time" and "Newsweek": Frequency and Form. ED 229 796
Connotations of Health Education Related Journals: A Factor Analytic Study. ED 230 517

***Persian***
Current Trends in Measuring American Undergraduates' Persian Language Proficiency. ED 230 071

***Persistence***
Teachers' and Young Children's Perceptions of Task Persistence. ED 230 278

***Personal Narratives***
Teacher Exchange In England: A Model to Improve Writing in the Public Schools. ED 230 543
Writing in the Introductory Literature Class. ED 229 785

***Personality Change***
Stability of Personality Characteristics throughout Adulthood. ED 229 710

***Personality Measures***
A Study of the Relationship of Intuition to Performance in Freshman Composition. ED 229 759

***Personality Traits***
A Study of the Relationship of Intuition to Performance in Freshman Composition. ED 229 759
An Investigation of the Leadership Style of Selected Basketball Coaches. ED 230 509
Avoidance Strategies in Intimate Relationships. ED 229 698
Review and Extension of the What-Is-Beautiful-Is-Good Hypothesis: Inclusion of Machiavellianism. ED 229 676
Self Perceptions of Gifted Children with Implications for Adult Personal Success and General Mental Health. Preliminary Report. ED 229 989

***Personalized System of Instruction***
The Effects of the Timing of Feedback on Long-Term Knowledge Retention in PSI Courses. Final Report. ED 230 183

***Personnel Evaluation***
A Management Study of Personnel Policies and the Department of Personnel Services. ED 230 638

***Personnel Management***
Business Management & Ownership. ED 229 542

***Personnel Policy***
A Management Study of Personnel Policies and the Department of Personnel Services. ED 230 638

***Personnel Selection***
Know Your Job to Hire the Best Staff. ED 229 857

***Perspective Taking***
Women's Intuition: The Effect of Subordinate Role upon Interpersonal Sensitivity. ED 229 680

***Persuasive Discourse***
Judging Criteria for Intercollegiate Limited Preparation Speaking Events. ED 229 823

***Pharmacology***
Practical Nursing. Volume II. Health Occupations Education. Revised. ED 229 540
Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers. ED 230 344

***Philadelphia School District PA***
Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth. ED 229 597

***Philosophy***
Kant or Marx? Philosophy and the Origins of Social Science. ED 230 446

***Phonology***
Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences. Volume 379. ED 230 042
Solving the English Phonological Puzzle. ED 230 019
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Language Teaching. Cambridge Language Teaching Surveys. ED 230 043

***Photovoltaic Power***
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
ED 230 235
***Phys***
Caregivers of Infants and Toddlers: Student Laboratory Manual.
ED 229 634
***Physical Activities***
Age-Related Visual Changes and Their Impications for the Motor Skill Performance of Older Adults.
ED 230 538
How Abnormal Reflexes Influence Movements in Cerebral Palsy.
ED 230 529
Nontraditional Games in a Foreign Environment.
ED 230 528
The Adaptive Physical Education Program: Its Design and Curriculum.
ED 229 891
***Physical Activity Level***
Is Growing Old Inevitable? A Systems Perspective to Biological Changes and Educational Priorities in Later Adulthood.
ED 230 524
***Physical Characteristics***
Review and Extension of the What-Is-Beautiful-Is-Good Hypothesis: Inclusion of Machiavellianism.
ED 229 676
***Physical Development***
Caregivers of Infants and Toddlers: Instructor's Guide.
ED 229 633
Injuries to the Young Athlete.
ED 230 544
***Physical Disabilities***
A Comprehensive Program for Handicapped Students at the Two-Year College.
ED 230 233
A Justification for the Use of Computer Assisted Instruction with the Physically Handicapped.
ED 229 909
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
ED 230 487
Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982).
ED 229 704
Teacher Workbook on Family Life Education.
ED 229 685
The Microcomputer as an Efficient and Versatile Speech-Output Communication Aid.
ED 229 908
***Physical Education***
Basic Stuff Series Index. and Using Basic Stuff in the Teacher Preparation Program.
ED 230 540
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
ED 230 487
Nontraditional Games in a Foreign Environment.
ED 230 528
Responsibilities of Physical Education to the Total Person. The Alliance Scholar Lecture 1982.
ED 230 554
***Physical Education Teachers***
Curriculum and Instruction: Theory versus Practice in Selected Public School Settings.
ED 230 539
Faculty Evaluation in the Division of HPERD at the University of Georgia.
ED 230 507
Selected Characteristics of Public School Cooperating Teachers as Evaluated by Student Teachers.
ED 230 535
***Physical Environment***
Education for Environmental Planning and Conservation.
ED 230 391
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World.
ED 230 380
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 379
***Physical Fitness***
Is Growing Old Inevitable? A Systems Perspective to Biological Changes and Educational Priorities in Later Adulthood.
ED 230 524
Responsibilities of Physical Education to the Total Person. The Alliance Scholar Lecture 1982.
ED 230 554
***Physical Health***
Economics, Work, and Mental Health: Implications for Primary Prevention.
ED 229 702
Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide.
ED 229 635
Nutrition, Health, and Safety for Child Caregivers: Student Laboratory Manual.
ED 229 636
Perceived Social Support, Social Interaction and Nutrition among the Elderly.
ED 229 690
Responsibilities of Physical Education to the Total Person. The Alliance Scholar Lecture 1982.
ED 230 554
Sourcebook on Food and Nutrition. Third Edition.
ED 230 556
***Physical Mobility***
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 553
***Physical Therapy***
A Cooperative Adventure: The Integration of Physical Therapy Services into North Carolina's Schools.
ED 229 976
***Physics***
A Constructive Alternativist View of Children's Science.
ED 230 365
Physics Demonstration Experiments at William Jewell College. Revised Edition.
ED 230 434
***Physiology***
A Comparative Evaluation of Three Relaxation Training Procedures.
ED 230 555
Anatomy and Physiology. Module No. IV. Health Occupations Education II.
ED 229 660
Health Occupations Education II. Instructor's Manual.
ED 229 656
***Piagetian Theory***
Towards a Lakatosian Programme of Research into Concept Development.
ED 230 584
***Pictorial Stimuli***
Individual Differences in Children's Ability to Profit from Picture Adjunct Aids.
ED 230 585
***Pidgins***
Pidginization and Creolization as Language Acquisition.
ED 230 059
The Relevance of Interlanguage and Pidginization to French Immersion Schooling. Research Report 81-07.
ED 230 033
***Place of Residence***
Fall 1982 Enrollments, North Dakota Institutions of Higher Education.
ED 230 123
***Place Value (Mathematics)***
The Development of Children's Understanding of Numerical Representation. Final Report.
ED 230 410
***Plagiarism***
Yet Another Ethical Problem in Technical Writing.
ED 229 782
***Planned Communities***
Social Integration in Planned Retirement Communities.
ED 229 705
***Planned Comparisons***
Allocating Sample Material to Increase the Precision of a Priori Contrasts.
ED 230 612
***Planning***
Decision Making at Child Welfare Intake: A Handbook for Practitioners.
ED 230 302
Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 404
Some Notes on Reduction in Force.
ED 229 868
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series.
ED 229 663
The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 582
***Play***
The Adaptive Physical Education Program: Its Design and Curriculum.
ED 229 891
What Are We Testing? A Cross-Cultural Comparison of Infant Competence.
ED 230 309
***Plumbing***
Heating and Ventilating IV, 11-5. Military Curriculum Materials for Vocational and Technical Education.
ED 229 568
***Poetry***
Poetry Instruction: Do Basals Follow Recommended Procedures?
ED 229 755
***Policy***
Analysis in Lincoln-Douglas Debate.
ED 229 811
Communication Policies and Practices in American Corporations.
ED 229 806
Strategies for Change.
ED 229 930
***Policy Formation***
"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982).
ED 230 318
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
ED 230 414
Computer Literacy: Five Year Plan, SY 1983-1987. Volume I.
ED 230 165
Guidelines for Designing and Managing a Planning Process.
ED 230 134
Origins, Growth and Future Directions of the Pacific Telecommunications Council: An International Policy Delphi Study.
ED 230 164
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery.
ED 229 988
The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session. Serial E.
ED 230 433
The Role of Issue Networks in State Agenda-Setting.
ED 229 882
***Polish Americans***
The Immigrant Experience: A Polish-American Model. Teacher's Guide.
ED 230 451
***Political Influences***
Developing International Understanding in Teacher Education.
ED 230 506
The Political World of Urban Executives: A Test of the Democratic Paradigm.
ED 229 828
***Political Power***
The Political World of Urban Executives: A Test of the Democratic Paradigm.
ED 229 828
***Political Science***
Research Productivity in Graduate Departments of Political Science in the South and Southwest.
ED 230 483
***Politics***
The Major Impacts of the Baby Boom upon American Life, 1945-2050.
ED 230 478
***Politics of Education***
The Empty Set and Teaching Educational Administration: An Australasian Dreaming.
ED 229 834
The Role of Issue Networks in State Agenda-Setting.
ED 229 882
The School Improvement Program in Victoria, or, How to Play the New Game.
ED 229 835
***Population Distribution***
Quality of the 1980 Federal Census for Postsecondary Planning.
ED 230 088
***Population Growth***
Developing International Understanding in Teacher Education.
ED 230 506
Graying of the National Budget: The Impact of an Aging Population.
ED 229 706
***Population Trends***
Graying of the National Budget: The Impact of an Aging Population.
ED 229 706
***Portable Rod and Frame Test***
An Investigation of Field-Dependent and Field-Independent Cognitive Style in Mentally Retarded Individuals in Sheltered Workshops in West Virginia.
ED 229 549
***Position Papers***
Methods for Addressing Creation/Evolution Controversies in Iowa Schools.
ED 230 419
***Positive Education Program***
Affective Management Strategies for Behavior Disordered Students--Elementary and Secondary Levels.
ED 229 993
***Postmortem Care***
Geriatric Care. Module No. V. Health Occupations Education II.
ED 229 661
***Postsecondary Education***
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983.
ED 229 547
Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow.
ED 230 121
Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document.
ED 229 625
The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980.
ED 230 116
***Power (Statistics)***
Allocating Sample Material to Increase the Precision of a Priori Contrasts.
ED 230 612
***Power Technology***
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
ED 230 235
***Practical Nursing***
Practical Nursing. Volume II. Health Occupations Education. Revised.
ED 229 540
***Practice Tests***
The Practice SSAT-II. and Test Administration Manual for the Practice SSAT-II.
ED 230 561
***Practicums***
A Diagnostic Design for Individualized Field and Campus Internship.
ED 230 005
University-Based Preservice Tutoring Experiences for Students in Teacher Training Program in Learning Disabilities at Kent State University.
ED 229 984
***Preadolescents***
Behavioral Effects of Relaxation Training Among Rural Preadolescents.
ED 230 340
Sex Education and Semantic Pitfalls.
ED 229 709
***Prediction***
Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World.
ED 230 376
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 375
***Predictive Measurement***
Origins, Growth and Future Directions of the Pacific Telecommunications Council: An International Policy Delphi Study.
ED 230 164
What Are We Testing? A Cross-Cultural Comparison of Infant Competence.
ED 230 309
***Predictive Validity***
Delinquency Level Classification Via the HEW Community Program Youth Impact Scales.
ED 229 674
***Predictor Variables***
A Multivariate Analysis of Termination Status in a Rural Community Mental Health Center.
ED 229 666
An Inquiry into Possible New Items of Background Information about TOEFL Candidates.
ED 230 572
Delinquency Level Classification Via the HEW Community Program Youth Impact Scales.
ED 229 674
Family Environment and Television Use by Preschool Children.
ED 230 293
Hispanics' Education and Background: Predictors of College Achievement.
ED 230 665
Impact of a Major National Evaluation Study: Israel's Van Leer Report.
ED 230 625
Productive Factors in School Learning: A Quantitative Synthesis of National Assessment Studies.
ED 230 575
Social and Health Service Utilization: A Path Analysis.
ED 229 667
Social Network Influence on Father Involvement in Childrearing.
ED 230 297
The Impact of Selected Academic Curricular Variables on Achievement and Graduation of Open Admissions Students at an Urban Community College.
ED 230 224
The Influence of Audience on the Assessment of Student Writing.
ED 229 760
***Premature Infants***
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants.
ED 230 305
***Prepositions***
Preposition-Usage from a Notional Perspective.
ED 230 027
***Prereading Experience***
Does Attendance in a Nursery School Program Have an Effect on Reading Readiness at the Kindergarten Level?
ED 229 729
Tracking Emergent Reading Behaviors through Storybook Re-Enactments.
ED 229 722
***Prerequisites***
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. a Project Report.
ED 229 606
***Preschool Children***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
ED 230 276
Contextual Controls of Competence with "Before" and "After."
ED 230 296
Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation.
ED 230 279
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children.
ED 230 300
Family Environment and Television Use by Preschool Children.
ED 230 293
Judgment of Intentionality by Nursery School Children.
ED 230 284
Mothers and Gifted Preschoolers Teaching and Learning Strategies.
ED 230 312
Preschool Children's Learning of Concepts at Four Levels of Abstraction.
ED 230 311
Strategies for Change.
ED 229 930
Talks with Parents on Living with Preschoolers.
ED 230 314
The Development and Function of Print Awareness.
ED 230 273
***Preschool Education***
Some Issues in Pre-School Education.
ED 230 290
***Preservice Teacher Education***
An Analysis of the Relationship between University Coursework and Field-Based Experience: A Question of Relevance.
ED 230 512
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data.
ED 230 520
Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 650
Effectiveness of a Preservice Course in Reading in the Secondary School.
ED 229 732
Evaluating Teacher Education Graduates and Programs.
ED 230 510
Lifelong Teacher Education and the Community School. UIE Monographs 10.
ED 230 490
Ph.D. and Ed.D. Program Adaptations for College Teachers.
ED 230 163
Preparing Industrial Education Teachers as Reading Specialists.
ED 229 525
Preservice Teacher Assessment and Development.
ED 230 551
University-Based Preservice Tutoring Experiences for Students in Teacher Training Program in Learning Disabilities at Kent State University.
ED 229 984
***Press Conferences***
The Press Conferences of Eleanor Roosevelt.
ED 229 770
***Press Opinion***
The Muckrakers and Lynching: A Case Study in Racial Thinking.
ED 229 769
The Press Conferences of Eleanor Roosevelt.
ED 229 770
Tocqueville, Garrison, and the Perfection of Journalism.
ED 229 772
***Pretests Posttests***
A Comparison of Reliability Estimates from Single and Double Administrations of Criterion-Referenced Tests.
ED 230 580
***Prevention***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the American Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.
ED 229 683
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the Americna Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.
ED 229 684
Economics, Work, and Mental Health: Implications for Primary Prevention.
ED 229 702
***Prevocational Education***
Competency Based Curriculum for Prevocational Exploration Hospitality.
ED 229 610
Work Skills for Prevocational Training.
ED 230 004
***Prewriting***
CAI Invention Strategies.
ED 229 789
Talking: The Neglected Part of the Writing Process.
ED 229 762
The Impact of Microcomputers on Composition Students.
ED 229 791
***Principals***
Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems and Needs.
ED 229 885
Essential Knowledges and Skills for Beginning Principals.
ED 229 873
How to Build a Positive Relationship with the Superintendent and Board of Education.
ED 229 866
Principals. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 599
Staff Development: A Mutual Accountability Model. The New Albany, Mississippi Plan.
ED 230 521
The W.A. Peer Process Consultancy Project: Action Research as Inset for Principals.
ED 229 836
***Print Awareness***
Improving Audience Learning from Television News through Between-Channel Redundancy.
ED 229 777
The Development and Function of Print Awareness.
ED 230 273
***Printing***
An Apple for the Teacher.
ED 230 221
***Prior Learning***
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
ED 229 734
***Priority Exceptional Students Study (Austra***
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13.
ED 230 660
***Private Agencies***
Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.
ED 230 647
***Private Colleges***
Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3.
ED 230 129
On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1982. Report 82-2.
ED 230 128
Public Policy and Independent Higher Education.
ED 230 155
***Private Financial Support***
Corporations and Public Education in the Cities.
ED 230 648
Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities.
ED 230 161
***Private Practice (Professions)***
Preliminary Results of a Survey of Full-Time Private Practitioners.
ED 229 689
***Private School Aid***
Tax Credits for Education.
ED 229 870
***Private Schools***
Comparing Efficiency between Public and Private Schools.
ED 229 877
***Probationary Period***
Entry-Year Assistance Committee: A Support System for Beginning Teachers.
ED 230 511
The New Florida Beginning Teacher Program.
ED 230 552
***Problem Children***
The Impact of Gestalt Group Psychotherapy on Parents' Perceptions of Children Identified as Problematic.
ED 229 669
***Problem Solving***
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 368
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
ED 230 369
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 370
Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 650
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyday Logical Problems?
ED 229 700
Does the Ability or Inability to Comprehend Effect the Mathematics Problem Solving Ability of Seventh Grade Students.
ED 229 741
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children.
ED 230 300
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World.
ED 230 371
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 372
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World.
ED 230 373
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 374
Eye Movement Analysis of Task and Content Commonalities in Information Processing.
ED 229 734
Help-Seeking in Elementary Classrooms: An Observational Study.
ED 230 286
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World.
ED 230 377
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 378
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World.
ED 230 380
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 379
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World.
ED 230 381
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 382
Social Studies Objectives, K-12.
ED 230 479
Some Prerequisites in Learning to Solve Figural Analogy Problems.
ED 230 281
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 383
Structuring an Adult Learning Environment. Part IV: Establishing an Environment for Problem Solving.
ED 229 548
Technology and Changing Lifestyles. Student's Guide. Preparing for Tomorrow's World.
ED 230 384
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 385
Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World.
ED 230 386
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 387
The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density.
ED 230 366
***Process Analysis***
Curriculum Analysis as a Condition for Evaluation.
ED 230 579
***Production Techniques***
Interactive Videodisc for Special Education Technology. Final Report.
ED 230 187
The New Film Technologies: Computerized Video-Assisted Film Production.
ED 229 807
***Productivity***
Education, Productivity and the National Economy. A Research Initiative of the National Institute of Education.
ED 229 513
Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling.
ED 229 516
Education, R and D, and Productivity Growth. Revised.
ED 229 517
Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7.
ED 229 641
Quality Circles: Applications in Vocational Education. Information Series No. 249.
ED 229 607
Research Productivity in Graduate Departments of Political Science in the South and Southwest.
ED 230 483
The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research.
ED 229 514
The Contribution of Education to U.S. Economic Growth, 1948-1973.
ED 229 515

***Professional Associations***
A History of the American Sociological Association, 1905-1980.
ED 230 462
***Professional Autonomy***
The Political World of Urban Executives: A Test of the Democratic Paradigm.
ED 229 828
***Professional Continuing Education***
Self-Assessment for Teachers of Health Workers. How to Be a Better Teacher. WHO Offset Publication No. 68.
ED 230 489
Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229 592
***Professional Development***
A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
ED 230 493
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1 (Second Edition).
ED 229 825
Interpersonal Empathy: A Training Program for Health Care Professionals.
ED 229 824
Preservice Teacher Assessment and Development.
ED 230 551
***Professional Education***
Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980).
ED 229 946
***Professional Personnel***
Management Factors of Women in Leisure Services.
ED 230 527
Salaries Paid Professional Personnel in Public Schools, 1982-83. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 849
Scheduled Salaries for Professional Personnel in Public Schools, 1982-83. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 848
***Professional Recognition***
A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
ED 230 493
The Politics of Basic Writing: Program Administration.
ED 229 784
***Profiles***
Survey of Basic Skills: Grade 3 and Grade 6 - 1982. School Report for John M. Gomes Elementary. California Assessment Program.
ED 230 610
The Strategy Selection Matrix--A Guide for Individualizing Instruction.
ED 229 910
***Profit Making Programs***
Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.
ED 230 647
***Program Administration***
A Comparison between Business and Industry Linkage Structures in Pennsylvania Community and Junior Colleges and Those Described in the Literature.
ED 230 253
First Year Block Grant Experiences: Initial Studies. Analysis.
ED 229 845
Guidelines for Designing and Managing a Planning Process.
ED 230 134
Independent Living Rehabilitation: Program Development, Management, and Evaluation.
ED 229 632
Management Functions of Secondary Vocational Teachers in Kansas with Implications for Pre-Service and In-Service Education.
ED 229 512
Organizing a Community School: A Primer for Citizens.
ED 230 447
Principals: Utilizing the Special Education Resources We Have.
ED 229 961
Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers.
ED 230 344
The Politics of Basic Writing: Program Administration.
ED 229 784
Who Should Administer the Public Relations Program?
ED 229 819
***Program Attitudes***
Base Line Survey of Wisconsin Legislators on Vocational Education.
ED 229 529
***Program Content***
A Secondary Curriculum Guide for Health Occupations Education in Washington State.
ED 229 585
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects.
ED 230 449
***Program Costs***
Analyzing Costs of Services.
ED 229 931
Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report.
ED 229 612
Graying of the National Budget: The Impact of an Aging Population.
ED 229 706
Promises to Keep: Remedial Education in California's Public Colleges and Universities.
ED 230 087
***Program Descriptions***
A Developmental Mathematics Program at the University of Minnesota.
ED 230 408
A Directory of Goal Based Approaches to Education. 1982 Update.
ED 229 844
A Roundup of Country Reports on Environmental Education.
ED 230 439
Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No. 64.
ED 229 572
Computer Literacy. CSBA Task Force Report.
ED 229 867
Computer Literacy. Intelligent CAI. Proceedings of the 1982 Annual Conference of the Association for the Development of Computer-Based Instructional Systems.
ED 230 181
Design of the National Assessment of Educational Progress. Final Report.
ED 230 623
Development of the National Assessment of Educational Progress.
ED 230 618
Director's Report to the Congress on the National Assessment of Educational Progress.
ED 230 619
Education for Environmental Planning and Conservation.
ED 230 391
Exemplary Programs for Adults. A Resource of Exemplary Adult Education Programs Selected by the DNAE Advisory Panel.
ED 230 026
LSCA: Library Services and Construction Act, Title I. Special Project Reports, Fiscal Years 1977, 1978, and 1979 .
ED 230 204
National Assessment of Educational Progress.
ED 230 596
Study of School Programs for Alberta Natives. Inventory.
ED 230 335
Unity and Diversity in STS Curricula.
ED 230 431
1982-1983 Update. The Sourcebook. Learning by Design.
ED 230 417
***Program Design***
Cooperative Education. Information Series No. 253.
ED 229 578
Design of the National Assessment of Educational Progress. Final Report.
ED 230 623
***Program Development***
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
ED 230 414
A Roundup of Country Reports on Environmental Education.
ED 230 439
A Secondary Curriculum Guide for Health Occupations Education in Washington State.
ED 229 585
Albuquerque Integration Outreach Project. Final Performance Report, July 1, 1981-June 30, 1982.
ED 229 886
Clean Community System Multi-Material Recycling Manual.
ED 230 432
Computer Literacy: Five Year Plan, SY 1983-1987. Volume I.
ED 230 165
Development of the National Assessment of Educational Progress.
ED 230 618
Education, Productivity and the National Economy. A Research Initiative of the National Institute of Education.
ED 229 513
Family, Infant, and Toddler (FIT) Guide. A Model for Rural Family-Implemented Educational Programs.
ED 229 944
Independent Living Rehabilitation: Program Development, Management, and Evaluation.
ED 229 632
Leader's Guide to Developing Career Education Programs. Revised.
ED 229 651
Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements .
ED 230 203
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.
ED 229 887
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 577
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7th, Dubuque, IA, July 24-27, 1982).
ED 230 322
Project Accommodate: Preparing Master Teachers to Provide Peer Inservice.
ED 230 001
Project Eureka: A Program for the Academically Gifted.
ED 229 900
Readings: Early Childhood Education.
ED 230 267
Special Education for Exceptional Bilingual Students: A Handbook for Educators.
ED 229 899
State Implementation Grant for Preschool Handicapped Children. Final Report, September 1, 1981 to August 31, 1982.
ED 229 920
Teacher Preparation for Mainstreaming: Small College Case Study.
ED 229 996
Teachers. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 600
The City University of New York Report on Child Care. Fall 1982.
ED 230 304
The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 582
The South Carölina Program for Library Development, 1983-1988, under the Library Services and Construction Act (P.L. 95-123, FY 1983).
ED 230 206
***Program Discontinuance***
Using Program Priorities to Make Retrenchment Decisions: The Case of the University of Minnesota.
ED 230 119
***Program Effectiveness***
Active Writing Plus Feedback: A Successful Elementary School Writing Program.
ED 229 773
Albuquerque Integration Outreach Project. Final Performance Report, July 1, 1981-June 30, 1982.
ED 229 886
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System.
ED 230 609
An Interim Report on the National Child Labor Committee's Research in Secondary School Cooperative Education.
ED 229 524
Assessing the Impact of Newspaper in Education Programs: Changes in Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report.
ED 229 752
Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 639
Bronx Multidiscipline Special Education Bilingual Program. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 634
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds.
ED 230 194
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects.
ED 230 449
Cost-Effective/Program-Effective Special Education Program Delivery.
ED 229 991
Determining Maintenance of Achievement from ABE Programs.
ED 229 564
Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report.
ED 230 326
Emergency School Aid Act (ESAA) Magnet Program Evaluation (FY '81 and FY '82). Report No. 17-7.
ED 230 658
Employability Skills System Program. A Final Report.
ED 229 551
Examining the Impact of High School Vocational Education.
ED 229 557
Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report.
ED 229 530
Integrating Cognitive Development and the Basic Skills.
ED 229 725
Park West High School "At Your Service". O.E.E. Evaluation Report, 1981-1982.
ED 230 635
Program Evaluation: Why It Seldom Is Perceived as a Success.
ED 230 583
Project Esperanza. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 636
Project TRABAJO and Individualized Bilingual Education for Children with Retarded Mental Development. E.S.E.A. Title VII and Chapter 720 Annual Evaluation Report, 1980-81.
ED 230 640
Sex Education Program Outcomes: Student and Alumni Perceptions.
ED 230 525
Six Years of Title I Evaluation Technical Assistance: Past Strategies and Measurement of Effectiveness.
ED 230 602
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982.
ED 230 329
Staff Development for School Improvement: An Illustration.
ED 230 534
The Long-Term Effects of Remediation in Reading Over a Four Year Period.
ED 229 723
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No. 9.
ED 230 346
Thomas Jefferson High School Effective Transition of the Bilingual and Bicultural Student to Senior High School. O.E.E. Evaluation Report, 1981-1982.
ED 230 637
William H. Taft High School Project Adelante. O.E.E. Evaluation Report, 1981-1982.
ED 230 642
***Program Evaluation***
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
ED 230 621
Accountability Uses of a Statewide Compensatory Education Program Evaluation.
ED 230 614
An Evaluation of the Employee Assistance Program in the Montgomery County Public School System.
ED 230 609
Cost Effectiveness in Evaluation Technical Assistance: Different Aspects of Measuring Cost and Outcomes.
ED 230 616
Effects of Interdisciplinary Team Teaching. Research Synthesis.
ED 230 533
Evaluation Standards: Comments from Israel.
ED 230 570
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 435
Florida's Teacher Education Centers: Determining If They Make a Difference.
ED 230 530
How the US Navy Can Help Take the Pain out of the Referral Process.
ED 229 983
Implementing Army Training Programs: Translating Model into Action.
ED 230 591
Independent Living Rehabilitation: Program Development, Management, and Evaluation.
ED 229 632
Labor Force-Related Outcomes, Education-Related Outcomes, and Public Acceptance of Vocational Education.
ED 229 593
Maryland Community Colleges 1982 Program Evaluations.
ED 230 245
Parent Involvement in the Primary Reading Curriculum: One Approach.
ED 229 733
Program Evaluation: Why It Seldom Is Perceived as a Success.
ED 230 583
Program Improvement Guide for Social Studies Education in Wisconsin. Revised.
ED 230 465
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System.
ED 230 633
The Effects of PL 94-142 on School Services to Adolescents with Behavior Disorders in Illinois.
ED 229 972
Variables Affecting the Performance of ESOL/Bilingual Students in Non-ESOL Classes.
ED 230 032
***Program Evaluation and Review Technique***
How the US Navy Can Help Take the Pain out of the Referral Process.
ED 229 983
***Program Implementation***
A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.
ED 229 934
Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No. 64.
ED 229 572
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 485
Food Service Worker. A Competency Based Instructor's Guide Including Student Modules for Food Management, Production and Services.
ED 229 520
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curriculum.
ED 229 522
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curriculum.
ED 229 523
Implementing Army Training Programs: Translating Model into Action.
ED 230 591
Leader's Guide to Developing Career Education Programs. Revised.
ED 229 651
National Experience in the Use of Community Health Workers. A Review of Current Issues and Problems. WHO Offset Publication No. 71.
ED 229 555
Organizing a Community School: A Primer for Citizens.
ED 230 447
Planning for Dissemination. Monograph Number 1.
ED 229 839
Preparing Industrial Education Teachers as Reading Specialists.
ED 229 525
Program Improvement Guide for Social Studies Education in Wisconsin. Revised.
ED 230 465
State Plan for Computer Utilization in North Carolina Public Schools.
ED 230 191
The LEA's Perspective of Change: The Case for Directed Development.
ED 229 875
To Each Its Own: School Context and School Change.
ED 229 842
***Program Improvement***
Development of the National Assessment of Educational Progress.
ED 230 618
Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report.
ED 229 530
National Experience in the Use of Community Health Workers. A Review of Current Issues and Problems. WHO Offset Publication No. 71.
ED 229 555
OCETA Job Preparation Research Project. Final Report.
ED 229 526
Program Improvement Guide for Social Studies Education in Wisconsin. Revised.
ED 230 465
Science for the Eighties: Final Project Report.
ED 230 213
***Program Proposals***
State Implementation Grant for Preschool Handicapped Children. Final Report, September 1, 1981 to August 31, 1982.
ED 229 920
***Program Specific Vocational Locator Tests***
Development of a Program Specific Locator Test. Final Report.
ED 229 595
***Programed Instruction***
Designing and Developing a Management/Autoinstructional System, Test, Evaluation, and Review (MASTER) Program for Second Language Acquisition.
ED 230 243
***Programed Instructional Materials***
Comparative Effectiveness of Group Slide/Tape versus Individual Programmed Instruction in Sophomore Library Instruction.
ED 230 179
***Programing***
Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17.
ED 230 169
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 1: Description of Research Methods and Results. Final Report.
ED 230 199
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report.
ED 230 200
***Programing (Broadcast)***
A Case Study on Educational Materials and Media in Japan.
ED 230 195
In Search of Diversity. Symposium on Minority Audiences and Programming Research: Approaches and Applications (Lenox, Massachusetts, October 1980).
ED 230 650
Latinos and Public Broadcasting: Developing a Research Agenda.
ED 230 653
School Broadcasting in Scottish Schools. Report of the Inter-College Research Project on School Broadcasting.
ED 230 190
The Effects of Actualities on the Recall of and Interest in Radio Newscasts.
ED 229 797
The News Quality Index: An Instrument for Assessing Local TV News.
ED 229 775
***Programing Languages***
Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17.
ED 230 169
Diagnosis and Remediation of Computer Programming Skill for Creative Problem Solving. Volume 1: Description of Research Methods and Results. Final Report.
ED 230 199
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8.
ED 230 606
***Project ADVANCE***
A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change.
ED 230 014
***Project BASIC***
Project Basic Test Interpretation.
ED 230 597
***Project BEST***
Black Boxes: The Developing World of Microcomputers. Conference Report.
ED 230 193
***Project BEST KS***
Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
ED 229 631
***Project LINK***
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
ED 229 569
***Project Senior***
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report .
ED 229 563
***Project SITE***
A Research-Based Staff Development Model: The Premise and the Program.
ED 230 523
***Pronunciation***
Solving the English Phonological Puzzle.
ED 230 019
***Pronunciation Instruction***
Suggestions for Confronting Pronunciation in ESL.
ED 230 020
***Proofreading***
Writing in Vocational Education.
ED 229 594
***Proposal Writing***
Faculty Research Development Workshop. Final Report (October 1978 - March 1982).
ED 230 125
Fundraising for Early Childhood Programs: Getting Started and Getting Results.
ED 230 269
Technical Specifications for Hardware and Software, and Maintenance in Support of Computer Literacy Program. Volume II.
ED 230 166
***Proposed Legislation***
Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (April 27, 29, 1982).
ED 230 428
Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office.
ED 230 426
***Prosocial Behavior***
Mother-Child Interaction, Comprehension of Emotion, and Sharing Behavior in Toddlers.
ED 230 299
***Protocol Materials***
Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 189
***Psychological Characteristics***
Characteristics of Japanese and Japanese Americans in Psychotherapy in Japan and the U.S.
ED 229 668
Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation.
ED 230 283
Three Wishes of Gifted and Nongifted Adolescents.
ED 229 954
***Psychological Needs***
Mental Health Services in a School of Dentistry.
ED 229 677
***Psychological Patterns***
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies.
ED 229 644
Socio-Cultural Environments and Suggestopedia.
ED 230 021
***Psychological Services***
Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982).
ED 229 704
***Psychological Studies***
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter).
ED 230 096
***Psychologists***
Preliminary Results of a Survey of Full-Time Private Practitioners.
ED 229 689
***Psychology***
Psychology of Aging in America: A Historical Account of Theoretical Developments.
ED 229 712
***Psychometrics***
Comparing Four Estimates of the Criterion-Referenced Standard for a Written Test.
ED 230 617
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 627
***Psychomotor Skills***
Basic Stuff Series Index. and Using Basic Stuff in the Teacher Preparation Program.
ED 230 540
Perceptual Aspects of Motor Performance.
ED 230 545
Psychomotor Assessment of the Severely Handicapped Individual.
ED 229 971
The Effects of Aging on Motor Performance.
ED 230 488
The Effects of Dynamic Range of Motion Exercises and Static Stretching on Strength and Range of Motion of the Hip Joint.
ED 230 548
***Public Agencies***
Application of a Model for Improving the Training and Education System of a Federal Agency.
ED 229 541
Information Needs of Parents and Availability of Community Services for Mildly Mentally Handicapped High School Students.
ED 229 977
Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3.
ED 230 468
***Public Health***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the Americna Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.
ED 229 684
***Public Libraries***
LSCA: Library Services and Construction Act, Title I. Special Project Reports, Fiscal Years 1977, 1978, and 1979 .
ED 230 204
Texas Public Library Statistics for 1981: An Analysis.
ED 230 207
***Public Opinion***
Amnesty in the New York Times: A Quantitative Case Study.
ED 230 481
Changing Public Interest Values in Broadcast Deregulation.
ED 229 804
Voter Attitudes toward Government and Spending. Working Papers in Education Finance, Paper No. 20.
ED 229 862
***Public Policy***
Public Policy and Independent Higher Education.
ED 230 155
Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation.
ED 230 139
The Use, Misuse, and Non-Use of Policy Research: Student Financial Aid.
ED 230 145
Working Together: Strategy for Race Relations in Ontario.
ED 230 661
***Public Relations***
Who Should Administer the Public Relations Program?
ED 229 819
***Public Schools***
Comparing Efficiency between Public and Private Schools.
ED 229 877
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980.
ED 230 330
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981.
ED 230 331
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982.
ED 230 332
Salaries Paid Professional Personnel in Public Schools, 1982-83. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 849
Scheduled Salaries for Professional Personnel in Public Schools, 1982-83. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 848
Statistics of Public School Systems in the Twenty Largest U.S. Cities, Fall 1980.
ED 229 846
Wages and Salaries Paid Support Personnel in Public Schools, 1982-83. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 850
***Public Sector***
Public Sector Bargaining and Strikes. Sixth Edition.
ED 229 833

***Public Speaking***
An Adaptation of Constructive Alternativism as Theory for Audience Analysis.
ED 229 800
***Public Television***
Asian-American Audience Research and Public Broadcasting Programming.
ED 230 651
Attracting Minority Audiences to Public Television.
ED 230 655
In Search of Diversity. Symposium on Minority Audiences and Programming Research: Approaches and Applications (Lenox, Massachusetts, October 1980).
ED 230 650
***Publications***
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
ED 230 412
***Publicity***
Bakersfield College Student Needs Assessment Survey: Spring Semester, 1983.
ED 230 239
***Puerto Rican Culture***
Puerto Ricans in Children's Literature and History Texts: A Ten-Year Update.
ED 230 664
***Puerto Ricans***
Puerto Ricans in Children's Literature and History Texts: A Ten-Year Update.
ED 230 664
What's Happening in June?
ED 230 350
***Puerto Rico***
International Leadership in Educational Technology. 1980 Summary Report.
ED 230 173
***Punishment***
A Counselling Approach to Punishment of Children: A Review.
ED 230 291
The Role of Aversive Behavioral Interventions in the Treatment of Preschool-Aged Autistic Children: Effects and Side Effects.
ED 229 959
***Pupil Personnel Workers***
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 601
***PILOT Programming Language***
PILOT: A Programming Language for Beginners.
ED 229 905
***PLATO***
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2.
ED 230 178
***Quality of Life***
Development for Women? The 1981-85 Moroccan Plan Considered.
ED 230 474
Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling.
ED 229 516
Sharing the Past: Themes and Values from Early Life.
ED 229 691
***Quality of Working Life***
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US.
ED 229 818
***Quality Circles***
E-Quality in the Workplace: Quality Circles or Quality of Working Life Programs in the US.
ED 229 818
Quality Circles: Applications in Vocational Education. Information Series No. 249.
ED 229 607
***Quality Control***
The Relationship of Federal to Private Statistics.
ED 230 598
***Queensborough Community College NY***
The Impact of Selected Academic Curricular Variables on Achievement and Graduation of Open Admissions Students at an Urban Community College.
ED 230 224
***Questioning Techniques***
Analysis of English/Spanish Oral Interaction Between First Grade Mexican-American Children and Teacher-Aides.
ED 230 357
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 351
Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 101
Tacit Knowledge of Questioning Strategies: An Aspect of Teachers' Practical Knowledge.
ED 230 516
***Questionnaires***
A Survey: College Credit and Other Related ESL Issues.
ED 230 023
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
ED 229 932
The Development of a Parent Attitudinal Questionnaire As a Measure of School Success.
ED 230 587
***Questions***
A Utilization-Focused Procedure for Prioritizing Evaluation Questions in the Discrepancy Model.
ED 230 577
Effects of Questions and Instructions on Learning from Text.
ED 229 615
***Racial Attitudes***
Puerto Ricans in Children's Literature and History Texts: A Ten-Year Update.
ED 230 664
Report to the Governor's Task Force on Violence and Extremism with Executive Summary .
ED 230 631
The Two Worlds of School: Differences in the Photographs of Black and White Adolescents.
ED 230 662
***Racial Bias***
The Muckrakers and Lynching: A Case Study in Racial Thinking.
ED 229 769
***Racial Composition***
Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems and Needs.
ED 229 885
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303.
ED 229 831
***Racial Differences***
Age, Ethnicity and the Factorial Invariance of Morale.
ED 229 679
Postsecondary Educational Attainment among Whites and Blacks.
ED 230 142
The Two Worlds of School: Differences in the Photographs of Black and White Adolescents.
ED 230 662
***Racial Discrimination***
Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems and Needs.
ED 229 885
Report to the Governor's Task Force on Violence and Extremism with Executive Summary .
ED 230 631
Working Together: Strategy for Race Relations in Ontario.
ED 230 661
***Racial Relations***
A Utah Navajo History = Dineji Nakee' Naahane'
ED 230 347
Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships.
ED 230 644
Report to the Governor's Task Force on Violence and Extremism with Executive Summary .
ED 230 631
Working Together: Strategy for Race Relations in Ontario.
ED 230 661
***Radio***
Changing Public Interest Values in Broadcast Deregulation.
ED 229 804
The Effects of Actualities on the Recall of and Interest in Radio Newscasts.
ED 229 797
***Rapport***
Women's Intuition: The Effect of Subordinate Role upon Interpersonal Sensitivity.
ED 229 680
***Rating Scales***
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
ED 230 578
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 025
***Ratios (Mathematics)***
An In-Depth Analysis of the Projection of Shadows Task.
ED 230 409
***Re***
Proceedings of the Annual National Agricultural Education Research Meeting (9th, St, Louis, Missouri, December 3, 1982).
ED 229 519
***Reaction Time***
The Effects of Aging on Motor Performance.
ED 230 488
***Readability***
A Comparative Study: College Freshman Reading Abilities and Readabilities of Required Texts.
ED 229 743
American and Canadian Social Studies Texts - Recent Changes in Readability.
ED 230 460
***Readability Formulas***
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
ED 229 731
***Reader Text Relationship***
Author's Intentions and Readers' Interpretations. Technical Report No. 276.
ED 229 740
***Reading Ability***
A Comparative Study: College Freshman Reading Abilities and Readabilities of Required Texts.
ED 229 743
Levels of Meaning in Reading Comprehension of High School Students.
ED 229 735
***Reading Achievement***
Assessment and Placement at Sacramento City College.
ED 230 258
Reading Achievement and English Language Proficiency in the California Assessment Program Sixth Grade Test.
ED 230 599
Semi Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982.
ED 230 248
Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982.
ED 230 247
Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
ED 229 748
***Reading Aloud to Others***
Chicano Children's Literacy Learning at Home.
ED 230 358
***Reading Attitudes***
Assessing the Impact of Newspaper in Education Programs: Changes in Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report.
ED 229 752
Parent Involvement in the Primary Reading Curriculum: One Approach.
ED 229 733
***Reading Comprehension***
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
ED 229 731
Author's Intentions and Readers' Interpretations. Technical Report No. 276.
ED 229 740
Does the Ability or Inability to Comprehend Effect the Mathematics Problem Solving Ability of Seventh Grade Students.
ED 229 741
Levels of Meaning in Reading Comprehension of High School Students.
ED 229 735
On Training Students to Extract Gist from Expository Text.
ED 229 736
Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14, 1981-December 14, 1982.
ED 229 738
Teaching Communication and Reading Skills in the Content Areas.
ED 229 737
The Effect of a Token Reinforcement Program on the Reading Comprehension of a Learning Disabled Student.
ED 229 919
Word Knowledge Influences on Comprehension.
ED 229 747
***Reading Diagnosis***
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
ED 229 731
***Reading Difficulties***
Diagnosing Children with Educational Problems: Characteristics of Reading and Learning Disabilities Specialists and Classroom Teachers.
ED 229 942
Linguistic Perspectives on Minority Education. Technical Report No. 275.
ED 229 730
Research on Reversals, with Emphasis on Connected Text Studies.
ED 229 745
Short-Term Memory for Auditory Sequences and Reading Skill.
ED 229 739
The Development and Function of Print Awareness.
ED 230 273
***Reading Improvement***
The Long-Term Effects of Remediation in Reading Over a Four Year Period.
ED 229 723
***Reading Instruction***
Does the Ability or Inability to Comprehend Effect the Mathematics Problem Solving Ability of Seventh Grade Students.
ED 229 741
Effectiveness of a Preservice Course in Reading in the Secondary School.
ED 229 732
Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.
ED 229 724
Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
ED 229 728
Materials Centered Reading Instruction: A Naturalistic Study of a Summer School Reading Program.
ED 229 719
Preparing Industrial Education Teachers as Reading Specialists.
ED 229 525
Reading and Writing: Concepts for Teaching and Learning. Proceedings of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
ED 229 765
The Long-Term Effects of Remediation in Reading Over a Four Year Period.
ED 229 723
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
ED 229 744
***Reading Material Selection***
Choosing Foreign Language Literature in the High School: A Checklist.
ED 230 053
***Reading Materials***
How are Senior Citizens Portrayed in Basal Readers?
ED 229 742
Marathi Readings.
ED 230 047
Materials Centered Reading Instruction: A Naturalistic Study of a Summer School Reading Program.
ED 229 719
***Reading Programs***
Parent Involvement in the Primary Reading Curriculum: One Approach.
ED 229 733
***Reading Readiness***
Does Attendance in a Nursery School Program Have an Effect on Reading Readiness at the Kindergarten Level?
ED 229 729
Tracking Emergent Reading Behaviors through Storybook Re-Enactments.
ED 229 722
***Reading Readiness Tests***
Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior).
ED 229 892
***Reading Research***
A Comparative Study: College Freshman Reading Abilities and Readabilities of Required Texts.
ED 229 743
A Componential Approach to Training Reading Skills. Final Report.
ED 229 727
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
ED 229 731
Author's Intentions and Readers' Interpretations. Technical Report No. 276.
ED 229 740
Does the Ability or Inability to Comprehend Effect the Mathematics Problem Solving Ability of Seventh Grade Students.
ED 229 741
Does Attendance in a Nursery School Program Have an Effect on Reading Readiness at the Kindergarten Level?
ED 229 729
Effectiveness of a Preservice Course in Reading in the Secondary School.
ED 229 732
How are Senior Citizens Portrayed in Basal Readers?
ED 229 742
Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.
ED 229 724
Job Literacy and Job Performance among Nurses at Varying Employment Levels.
ED 229 726
Levels of Meaning in Reading Comprehension of High School Students.
ED 229 735
Linguistic Perspectives on Minority Education. Technical Report No. 275.
ED 229 730
Materials Centered Reading Instruction: A Naturalistic Study of a Summer School Reading Program.
ED 229 719
On Training Students to Extract Gist from Expository Text.
ED 229 736
Research on Reversals, with Emphasis on Connected Text Studies.
ED 229 745
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 746
Short-Term Memory for Auditory Sequences and Reading Skill.
ED 229 739
Spatial Ability in Relatives of Reading-Disabled Children.
ED 229 721
Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14, 1981-December 14, 1982.
ED 229 738
Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
ED 229 748
The Long-Term Effects of Remediation in Reading Over a Four Year Period.
ED 229 723
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
ED 229 744
Word Knowledge Influences on Comprehension.
ED 229 747
***Reading Skills***
A Componential Approach to Training Reading Skills. Final Report.
ED 229 727
Determining Maintenance of Achievement from ABE Programs.
ED 229 564
Job Literacy and Job Performance among Nurses at Varying Employment Levels.
ED 229 726
Retention of Selected Reading and Arithmetic Skills by Learning Disabled Pupils and Non-Disabled Pupils over Summer Vacation.
ED 229 960
Teaching Communication and Reading Skills in the Content Areas.
ED 229 737
***Reading Strategies***
Author's Intentions and Readers' Interpretations. Technical Report No. 276.
ED 229 740
Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14, 1981-December 14, 1982.
ED 229 738
***Reading Tests***
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
ED 229 731
***Reading Writing Relationship***
A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
ED 229 764
***Reasoning Tests***
A Factorial Study of Reasoning Tests. Technical Report 1982-6.
ED 230 571
***Recall (Psychology)***
Individual Differences in Children's Ability to Profit from Picture Adjunct Aids.
ED 230 585
Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14, 1981-December 14, 1982.
ED 229 738
***Recency Effect***
The Effects of Recency and Story Content on Children's Moral Judgments.
ED 230 295
***Recipes (Food)***
Food for Thought: A Cooking Approach to Reading.
ED 230 303
***Recordkeeping***
A Soft Sell for Hardware: The Use of Microcomputer Technology for Cost Effective Special Education Management.
ED 229 904
Vocational Agriculture I Basic Core. Section C--Supervised Experience Programs.
ED 229 539
***Recreation***
Designing Structured Leisure Programs for Emotionally Handicapped Adolescents.
ED 229 974
Management Factors of Women in Leisure Services.
ED 230 527
***Recreational Activities***
Age-Related Visual Changes and Their Impications for the Motor Skill Performance of Older Adults.
ED 230 538
***Recreational Programs***
Designing Structured Leisure Programs for Emotionally Handicapped Adolescents.
ED 229 974
***Recruit Attrition***
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films.
ED 229 622
***Recruitment***
A Management Study of Personnel Policies and the Department of Personnel Services.
ED 230 638
Feasibility of Modelling the Supply of Older Age Accessions.
ED 229 614
***Recycling***
Clean Community System Multi-Material Recycling Manual.
ED 230 432
***Reduction in Force***
Some Notes on Reduction in Force.
ED 229 868
***Redundancy***
Improving Audience Learning from Television News through Between-Channel Redundancy.
ED 229 777
***Reentry Workers***
Measuring Adult Women's Job Relevant Life Experience Learning.
ED 229 718
***Reference Materials***
Evaluation Standards: Comments from Israel.
ED 230 570
***Referral***
How the US Navy Can Help Take the Pain out of the Referral Process.
ED 229 983
***Refugees***
Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness.
ED 229 621
What to Do When the Smoke Clears: Stage I and Stage II Planning with Asian Refugees.
ED 230 630
***Regents External Degree Examinations (New Y***
Granting Credit for College Proficiency and Regents External Degree Examinations in New York State: A Summary of Institutional Policies, 1981-82.
ED 230 114
***Regional Cooperation***
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.
ED 230 522
***Regional Planning***
Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982).
ED 229 527
***Regional Programs***
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.
ED 230 522
***Rehabilitation Act 1973***
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973.
ED 229 554
***Reindustrialization***
High Technology in the Manufacturing Sector of the Toledo Economy.
ED 229 589
***Rejection (Psychology)***
In Futile Pursuit: Rejecting Mothers and Their Approval-Seeking Daughters.
ED 229 697
***Relaxation Training***
A Comparative Evaluation of Three Relaxation Training Procedures.
ED 230 555
Behavioral Effects of Relaxation Training Among Rural Preadolescents.
ED 230 340
Relaxation/Covert Rehearsal for Problematic Children.
ED 230 287
Socio-Cultural Environments and Suggestopedia.
ED 230 021
***Relevance (Education)***
The AACSB Seminars on Business Communication: Their Content and Discussion of Their Implications for Business Communication Teachers.
ED 229 815
The Education North Evaluation Project. Final Report.
ED 230 342
***Religion***
Facing the Future.
ED 230 127
***Religious Factors***
Evolution versus Creationism: The Public Education Controversy.
ED 230 421
Marital Adjustment: A Multivariate Look at Predictors.
ED 229 678
Methods for Addressing Creation/Evolution Controversies in Iowa Schools.
ED 230 419
Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860.
ED 230 150
***Remedial Instruction***
Accountability Uses of a Statewide Compensatory Education Program Evaluation.
ED 230 614
Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982.
ED 230 247
***Remedial Mathematics***
A Developmental Mathematics Program at the University of Minnesota.
ED 230 408
***Remedial Programs***
Promises to Keep: Remedial Education in California's Public Colleges and Universities.
ED 230 087
Remedial Education in California's Public Colleges and Universities: Campus Perspectives on a Serious Problem.
ED 230 227
Remedial Education in College: The Problem of Underprepared Students.
ED 230 118
Report on Remedial Education.
ED 230 220
***Remedial Reading***
The Long-Term Effects of Remediation in Reading Over a Four Year Period.
ED 229 723
***Reminiscence***
Sharing the Past: Themes and Values from Early Life.
ED 229 691
***Renewable Energy Resources***
Energy Management Lesson Plans for Vocational Agriculture Instructors.
ED 229 532
***Repair***
Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education.
ED 229 584
***Reports***
Analyzing Costs of Services.
ED 229 931
***Requests***
Development of the Abilities to Produce and Interpret Requests with Nuances.
ED 230 282
***Research Design***
Allocating Sample Material to Increase the Precision of a Priori Contrasts.
ED 230 612
Curriculum Analysis as a Condition for Evaluation.
ED 230 579
Instruction and the Feedback Dilemma.
ED 230 547
Proceedings of the Annual National Agricultural Education Research Meeting (9th, St, Louis, Missouri, December 3, 1982).
ED 229 519
Research on Writing: Principles and Methods.
ED 229 766
The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research.
ED 229 514
Towards a Lakatosian Programme of Research into Concept Development.
ED 230 584
***Research Methodology***
A Meta-Analytic Evaluation of an Interpersonal Skills Curriculum: Accumulating Evidence Over Successive Occasions.
ED 230 149
A Study of Children's Rewriting. Final Report for NCTE Research Foundation Project No. 80:11, September 1980-October 1982.
ED 229 750
A Validity Network Schema.
ED 230 607
Approaches to Research on Teaching: Implications for Curricular Theory and Practice.
ED 230 536
Cognitive Structure of Technical Knowledge: A Free Association Methodology.
ED 229 576
Communication Research on Black Americans.
ED 230 652
Director's Report to the Congress on the National Assessment of Educational Progress.
ED 230 619
Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases.
ED 229 753
Faculty Research Development Workshop. Final Report (October 1978 - March 1982).
ED 230 125
In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception.
ED 230 285
Interviewing Children - A Checklist for the I.A.I. Interviewer. Learning in Science Project. Working Paper.
ED 230 594
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982).
ED 230 424
Naturalistic Inquiry: Paradigm and Method.
ED 230 574
Organizational Climate: A Summary of Research and Controversy.
ED 229 820
Organizational Grapevines: A State-of-the-Art Review.
ED 229 810
Origins, Growth and Future Directions of the Pacific Telecommunications Council: An International Policy Delphi Study.
ED 230 164
Proceedings of the Annual National Agricultural Education Research Meeting (9th, St, Louis, Missouri, December 3, 1982).
ED 229 519
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
ED 230 492
Research on Writing: Principles and Methods.
ED 229 766
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System.
ED 230 633
Researching the Film Audience: Purposes, Procedures, and Problems.
ED 229 814
Self-Control Desensitization and Test Anxiety.
ED 229 695

Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125. ED 230 189
Stability of Personality Characteristics throughout Adulthood. ED 229 710
Studies of Scientific Disciplines. An Annotated Bibliography. ED 230 425
Studying Self-Awareness Using Experiential Time Sampling Methodology. ED 229 717
Unity and Diversity in STS Curricula. ED 230 431

***Research Needs***
A Validity Network Schema. ED 230 607
Adult Education. ED 229 503
Asian-American Audience Research and Public Broadcasting Programming. ED 230 651
Education, R and D, and Productivity Growth. Revised. ED 229 517
Entrepreneurship Education for Women: A Research Review and Agenda. ED 230 459
Researching the Film Audience: Purposes, Procedures, and Problems. ED 229 814
The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research. ED 229 514

***Research Problems***
Adult Education. ED 229 503
Comparing Efficiency between Public and Private Schools. ED 229 877
Issues in Early Childhood Bilingualism: Pros and Cons. ED 230 306
Organizational Climate: A Summary of Research and Controversy. ED 229 820

***Research Projects***
Directions for Research on Supervisory Conference Approaches Appropriate to Developmental Levels of Teachers. ED 230 513
Education, Productivity and the National Economy. A Research Initiative of the National Institute of Education. ED 229 513
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter). ED 230 096
University-Industry Research Relationships. Myths, Realities and Potentials. Fourteenth Annual Report of the National Science Board. ED 230 115

***Research Proposals***
Florida's Teacher Education Centers: Determining If They Make a Difference. ED 230 530

***Research Tools***
A Validity Network Schema. ED 230 607
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas. ED 230 316

***Research Utilization***
Faculty Reported Use of Research in Teacher Preparation Courses: Six Instructional Scenarios. ED 230 514
Researching the Film Audience: Purposes, Procedures, and Problems. ED 229 814
The Use, Misuse, and Non-Use of Policy Research: Student Financial Aid. ED 230 145

***Researchers***
Research Productivity in Graduate Departments of Political Science in the South and Southwest. ED 230 483

***Reservation Access Project***
Access, a Demonstration Project: Entitlement for Indian Elders. Final Report. ED 230 319

***Reservation American Indians***
Access, a Demonstration Project: Entitlement for Indian Elders. Final Report. ED 230 319
Drug Use Among Native American Youth: Summary of Findings (1975-1981). ED 230 341
Educational Pluralism and the Native American Student. ED 230 328
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture. ED 230 343

***Resident Assistants***
Utilization of Residence Hall Facilities, Fall 1982 with Trends from Fall 1974. Report No. 9-82. ED 230 082

***Residential Patterns***
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303. ED 229 831

***Residential Programs***
Issues in the Education of Multihandicapped Hearing-Impaired Children. ED 229 940

***Resource Allocation***
Cost Effectiveness in Evaluation Technical Assistance: Different Aspects of Measuring Cost and Outcomes. ED 230 616
How States Compare in Financial Support of Higher Education, 1982-83. ED 230 160
Impact of a Major National Evaluation Study: Israel's Van Leer Report. ED 230 625
The Relationship of Federal to Private Statistics. ED 230 598

***Resource Centers***
Multi-Media Materials Catalogue. Secondary Level, Grades 7-12. Fifth Edition. ED 229 897
Multi-Media Materials Catalogue. Supplement I to the Fifth Edition. Secondary Level, Grades 1-12. ED 229 898

***Resource Materials***
Computers and the Classroom. A Resource Guide. ED 230 167
Multi-Media Materials Catalogue. Secondary Level, Grades 7-12. Fifth Edition. ED 229 897
Multi-Media Materials Catalogue. Supplement I to the Fifth Edition. Secondary Level, Grades 1-12. ED 229 898
1982-1983 Update. The Sourcebook. Learning by Design. ED 230 417

***Resource Room Programs***
Psychoneurological Assessment of Language Disorders in Learning Disabled Adolescents: Research and Prescriptive Suggestions. ED 229 985

***Resource Units***
American Indian Education Handbook. ED 230 327

***Resources***
The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers. ED 230 656

***Resources in Education***
Resources in Education (RIE). Volume 18, Number 10. ED 229 502

***Respiratory Therapy***
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education. ED 229 583

***Response Style (Tests)***
A Study of the Interaction between Anxiety and Attention. ED 229 713

***Responses***
A Utilization-Focused Procedure for Prioritizing Evaluation Questions in the Discrepancy Model. ED 230 577
The Effect of Item Format on Item Difficulty and Item Discrimination. ED 230 582

***Responsibility***
Helping Youth Become More Responsible. ED 229 558
Psychologists. Career Planning and Vocational Programming for Handicapped Youth. ED 229 602
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth. ED 229 601

***Restitution***
The Use of Restitution and Time-Out for Destructive Behavior in Emotionally Disturbed Children. ED 229 969

***Resumes***
How to Write Effective Resumes and Cover Letters. ED 230 238

***Retailing***
Business Management & Ownership. ED 229 542

***Retention (Psychology)***
Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation. ED 230 279
Retention of Selected Reading and Arithmetic Skills by Learning Disabled Pupils and Non-Disabled Pupils over Summer Vacation. ED 229 960
Short-Term Memory for Auditory Sequences and Reading Skill. ED 229 739

***Retirement***
Social Integration in Planned Retirement Communities. ED 229 705

***Retirement Benefits***
Graying of the National Budget: The Impact of an Aging Population. ED 229 706

***Retraining***
Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No. 64. ED 229 572

***Retrenchment***
Research and Educational Decisions: An Editorial. ED 230 217
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report. ED 229 832
Using Program Priorities to Make Retrenchment Decisions: The Case of the University of Minnesota. ED 230 119

***Reversals (Reading)***
Research on Reversals, with Emphasis on Connected Text Studies. ED 229 745

***Revision (Written Composition)***
A Study of Children's Rewriting. Final Report for NCTE Research Foundation Project No. 80:11, September 1980-October 1982. ED 229 750
A Survey of Revision Practices in Today's Advanced Composition Course. ED 229 794
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences. ED 229 756
Students' Oral Response to Written Composition. ED 229 781
Writing in Vocational Education. ED 229 594

***Rhetoric***
Argument and Truth: Some Epistemological Questions. ED 229 805

***Rio Grande Valley***
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas. ED 230 316

***Risk***
Risk Preference and Diagnosticity. ED 229 711

***Rituals***
The Tenure Drum: An Investigation of Ritual Violence in the Modern University. ED 230 157

***Robotics***
Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7. ED 229 641

***Role Models***
Chicano Children's Literacy Learning at Home. ED 230 358

***Role Perception***
Future Challenges for Women in Our Society. ED 230 156
Older People's Perceptions of Great-Grandparenthood. ED 229 687

***Role Playing***
In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception. ED 230 285
Man Meets Coast. A Game of Coastal Issues. ED 230 427

***Role Reversal***
WASPs (Wives As Senior Partners). ED 229 716

***Role Theory***
Ambiguity and Role Transition in the Post-Divorce Family: A Symbolic Interactional Approach to Role Adjustment. ED 229 699
Two Generations of Mothers and Daughters: Role Status and Interdependence. ED 229 671

***Romanticism***
Humankind, Nature and the New Journalism: A Return to the Mythopoeic. ED 229 798

***Roosevelt (Eleanor)***
The Press Conferences of Eleanor Roosevelt. ED 229 770

***Rural Areas***
Disability in Rural America: A Four-County Needs Assessment. Final Report. ED 229 626
Education and Local Development in Australian Rural Areas. Research Study No. 74. ED 230 325
Family, Infant, and Toddler (FIT) Guide. A Model for Rural Family-Implemented Educational Programs. ED 229 944
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report . ED 229 563
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73. ED 230 324

***Rural Development***
Education and Local Development in Australian Rural Areas. Research Study No. 74. ED 230 325
Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97. ED 230 323

***Rural Education***
Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools. ED 230 320
Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97. ED 230 323
Lifelong Teacher Education and the Community School. UIE Monographs 10. ED 230 490
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report. ED 230 360
Perfecting and Understanding Roles in Education. Proceedings of the Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983). ED 230 321
Rural Education: A Glimpse at the Future. ED 230 345
Rural Renaissance: Implications for Higher Education. ED 230 338
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge). ED 230 333
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development. ED 230 522

***Rural Schools***
A Model of Curriculum Development in Rural Schools. ED 230 361
Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report. ED 230 326
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools. ED 230 362

***Rural Youth***
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7th, Dubuque, IA, July 24-27, 1982). ED 230 322

***RAISE Bill (Florida)***
Questions and Answers Concerning the Higher Education Provisions of the RAISE Bill (Senate Bill 357). ED 230 232

***Safety***
Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide. ED 229 635
Nutrition, Health, and Safety for Child Caregivers: Student Laboratory Manual. ED 229 636
Safety. Module No. III. Health Occupations Education II. ED 229 659

***Saint Edwards University TX***
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982. ED 230 329

***Salaries***
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7. ED 229 858
Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17. ED 230 092
Foregone Earnings of College Students: A Microanalytic Approach. ED 230 158
Salaries Paid Professional Personnel in Public Schools, 1982-83. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 849
Scheduled Salaries for Professional Personnel in Public Schools, 1982-83. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 848
Update Management Compensation. ACCCA Management Report, 1982-3/3. ED 230 212
Wages and Salaries Paid Support Personnel in Public Schools, 1982-83. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 850
Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981. ED 230 086

***Salary Wage Differentials***
The Female-Male Earnings Gap: A Review of Employment and Earnings Issues. Report 673. ED 229 618

***Sampling***
Allocating Sample Material to Increase the Precision of a Priori Contrasts. ED 230 612

***Sanitary Landfills***
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook. ED 230 400

***Sc***
Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling. ED 229 516

***Scaling***
Effects on Score Distributions of Deleting an Unkeyable Item from a Test. ED 230 569

***Schemata (Cognition)***
Cognitive Structure of Technical Knowledge: A Free Association Methodology. ED 229 576
Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14, 1981-December 14, 1982. ED 229 738
Teaching Scientific Analogies: A Proposed Model. ED 230 423

***Schematic Studies***
James Britton and John Keats: An Examination of the Theory and Practice of Composition. ED 229 758

***Scholarship***
Facing the Future. ED 230 127
The Scholarly Ethos in Schools of Education. ED 230 600

***Scholastic Aptitude Test***
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach. ED 230 566

***School***
Community Education and Housing Needs. ED 229 619

***School Administration***
How to Build a Positive Relationship with the Superintendent and Board of Education. ED 229 866

***School Business Relationship***
A Comparison between Business and Industry Linkage Structures in Pennsylvania Community and Junior Colleges and Those Described in the Literature. ED 230 253
Another Educational Problem: Shortages of University Scientific and Engineering Faculty. ED 230 441
Cooperative Education Employer's Guide. ED 230 209
Corporations and Public Education in the Cities. ED 230 648
National Perspective on Cooperative Education. ED 229 652
Strengthening College/Company Cooperation: An Ohio Perspective. ED 230 078
Technology Transfer: Programs, Procedures, and Personnel. ED 230 244
The AACSB Seminars on Business Communication: Their Content and Discussion of Their Implications for Business Communication Teachers. ED 229 815
The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities. ED 230 079
University-Industry Research Relationships. Myths, Realities and Potentials. Fourteenth Annual Report of the National Science Board. ED 230 115

***School Community Programs***
A Comparative Analysis of Selected Designated Community Schools and Non-Designated Schools in Alberta. Executive Summary. ED 229 856

***School Community Relationship***
Lifelong Teacher Education and the Community School. UIE Monographs 10. ED 230 490
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report. ED 230 360
Perfecting and Understanding Roles in Education. Proceedings of the Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983). ED 230 321
Teaching America: East European Jewish Immigrants and the Public School Curriculum in Turn-of-the-Century New York City. ED 230 646
The Education North Evaluation Project. Final Report. ED 230 342

***School Counselors***
Aptitude Scores of Guidance Counselors. Technical Report 1982-1. ED 230 565
Model Secondary School Counselor Education Program. ED 229 673
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series. ED 229 663

***School Demography***
The Prospects for Financing Elementary/Secondary Education in the States. Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education. Volume 1. ED 229 884

***School Desegregation***
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston. ED 230 657
Toward Increased Voluntary Interdistrict Integration in New York State. ED 229 852

***School District Autonomy***
Business and the Future of Education. Sequoia Action Brief #1. ED 229 826
Research and Educational Decisions: An Editorial. ED 230 217

***School District Questionnaire***
The Development of a Parent Attitudinal Questionnaire As a Measure of School Success. ED 230 587

***School District Reorganization***
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State. ED 229 588

***School District Spending***
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15. ED 229 859
Tax Base Composition and Family Income in Measuring School District Fiscal Capacity. Working Papers in Education Finance, Paper No. 12. ED 229 860
Update on the School Market for Microcomputers. ED 230 192

***School Districts***
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois. ED 229 587
Cumulative Effects of Federal Education Policies on Schools and Districts. ED 229 854
Guidelines for Proficiency Tests. ED 230 589
Helping Students Do Their Best on Standardized Achievement Tests. Bulletin No. 6. ED 230 611
Project Eureka: A Program for the Academically Gifted. ED 229 900
Running the Local Gauntlet: Fresh Insights to District Problems. and Reclaiming Urban Schools: A Modest Proposal. IFG Policy Perspectives, Winter 1983. ED 229 855
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery. ED 229 988
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80. ED 230 356
The Development of a Parent Attitudinal Questionnaire As a Measure of School Success. ED 230 587
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State. ED 229 588
Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System. ED 230 604
1981 Follow-Up Study of Students Enrolled and Previously Enrolled in the Michigan School for the Blind and the Michigan School for the Deaf. ED 230 012

***School Effectiveness***
Effective Schools, Colleges, and Departments of Education: The Dean is the Key. ED 230 549
Identification of Exemplary Schools: A Secondary Analysis of Sixth Grade Data from the California Assessment Program. ED 230 593
Junior High School Transition Study, Volume VII. Executive Summary. ED 230 505
Report on the Results of a Survey of Northwestern High School Staff. High School Improvement Project, June 1982. ED 230 663
School Characteristics Related to Student Academic Growth. ED 230 601
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303. ED 229 831
The Development of a Parent Attitudinal Questionnaire As a Measure of School Success. ED 230 587
Understanding Adolescence: Issues and Implications for Effective Schools. ED 229 664

***School Entrance Age***
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51. ED 230 603

***School Funds***
The Prospects for Financing Elementary/Secondary Education in the States. Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education. Volume 1. ED 229 884

***School Holding Power***
Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Project (COMP). ED 230 094
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project. ED 230 112

***School Libraries***
A Guide to School Library Media Programs. ED 230 201

***School Orientation***
Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey. ED 230 154

***School Personnel***
Salaries Paid Professional Personnel in Public Schools, 1982-83. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 849
Scheduled Salaries for Professional Personnel in Public Schools, 1982-83. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 848
Wages and Salaries Paid Support Personnel in Public Schools, 1982-83. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report. ED 229 850

***School Psychologists***
Minimum Competency Testing and Handicapped Children: Is There a Role for the School Psychologist? ED 229 914
School Psychologists' Use of Nondiscriminatory Assessment: Implications for Educating Handicapped Minority Students. ED 230 002

***School R***
The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research. ED 229 514

***School Role***
A Telephone Survey of Community Attitudes Toward Sex Education. ED 230 495
Community Education and Health Services. ED 229 620
Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness. ED 229 621
Education and Local Development in Australian Rural Areas. Research Study No. 74. ED 230 325
Education, Productivity and the National Economy. A Research Initiative of the National Institute of Education. ED 229 513
Education, R and D, and Productivity Growth. Revised. ED 229 517
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983. ED 229 547
Older Workers: What Voc Ed Can Do. Information Series No. 256. ED 229 580
Quality Circles: Applications in Vocational Education. Information Series No. 249. ED 229 607
The Contribution of Education to U.S. Economic Growth, 1948-1973. ED 229 515
The Significance of Vocational-Technical Education in World-Wide Development. ED 229 639
Vocational Education for Immigrant and Minority Youth. Information Series No. 257. ED 229 581

***School Schedules***
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System. ED 230 633

***School Size***
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois. ED 229 587
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys. ED 230 363

***School Statistics***
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980. ED 230 330

Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981.
ED 230 331
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982.
ED 230 332
School Enrollment--Social and Economic Characteristics of Students: October 1981 (Advance Report). Population Characteristics.
ED 229 851
Statistics of Public School Systems in the Twenty Largest U.S. Cities, Fall 1980.
ED 229 846

***School Surveys***
Study of School Programs for Alberta Natives. Executive Summary.
ED 230 334
Study of School Programs for Alberta Natives. Inventory.
ED 230 335
Study of School Programs for Alberta Natives. Technical Report.
ED 230 336

***Schools of Education***
Effective Schools, Colleges, and Departments of Education: The Dean is the Key.
ED 230 549
The Scholarly Ethos in Schools of Education.
ED 230 600

***Science and Society***
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 367
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 368
Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 388
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
ED 230 369
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 370
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World.
ED 230 371
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 372
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World.
ED 230 373
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 374
Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World.
ED 230 376
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 375
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World.
ED 230 377
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 378
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World.
ED 230 380
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 379
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World.
ED 230 381
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 382
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 383
Technology and Changing Lifestyles. Student's Guide. Preparing for Tomorrow's World.
ED 230 384
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 385
Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World.
ED 230 386
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 387
Unity and Diversity in STS Curricula.
ED 230 431

***Science Activities***
Aquatic Activities for Youth.
ED 230 430
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 435

***Science Careers***
Opportunities in Science and Engineering. A Chartbook Presentation.
ED 230 413

***Science Curriculum***
A Tool for Assessing and Revising the Science Curriculum. Revised Edition 1982.
ED 230 420
Comprehensive Science Evaluation Project: Hudson County Community College. Final Report.
ED 230 218
Unity and Diversity in STS Curricula.
ED 230 431

***Science Education***
A Tool for Assessing and Revising the Science Curriculum. Revised Edition 1982.
ED 230 420
Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives, Ninety-Seventh Congress, Second Session (April 27, 29, 1982).
ED 230 428
Evolution versus Creationism: The Public Education Controversy.
ED 230 421
Interviewing Children - A Checklist for the I.A.I. Interviewer. Learning in Science Project. Working Paper.
ED 230 594
Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office.
ED 230 426
The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session. Serial E.
ED 230 433

***Science Education History***
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
ED 230 414

***Science Education Research***
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982).
ED 230 424

***Science Equipment***
Physics Demonstration Experiments at William Jewell College. Revised Edition.
ED 230 434

***Science Instruction***
A Comparison of Traditional and Television Lectures as a Means of Instruction in Biology at a Community College.
ED 230 264
Comprehensive Science Evaluation Project: Hudson County Community College. Final Report.
ED 230 218
Evolution versus Creationism: The Public Education Controversy.
ED 230 421
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982).
ED 230 424
Science for the Eighties: Final Project Report.
ED 230 213
Teaching Scientific Analogies: A Proposed Model.
ED 230 423
The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density.
ED 230 366

***Science Projects***
Interviewing Children - A Checklist for the I.A.I. Interviewer. Learning in Science Project. Working Paper.
ED 230 594

***Science Teachers***
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982.
ED 230 418

***Sciences***
Comparing and Contrasting Master of Agriculture and Master of Science Alumni.
ED 230 136
Inventory of Data Sources in Science and Technology. A Preliminary Survey.
ED 230 429
Opportunities in Science and Engineering. A Chartbook Presentation.
ED 230 413
Science and Engineering Doctorates: 1960-81. Special Report.
ED 230 438
Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile.
ED 230 389

***Scientific Attitudes***
Naturalistic Inquiry: Paradigm and Method.
ED 230 574

***Scientific Concepts***
Ground to Grits. Scientific Concepts in Nutrition/Agriculture.
ED 229 624
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982).
ED 230 424
The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density.
ED 230 366

***Scientific Research***
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
ED 230 414

***Score Distribution***
Effects on Score Distributions of Deleting an Unkeyable Item from a Test.
ED 230 569

***Scores***
Aptitude Scores of Guidance Counselors. Technical Report 1982-1.
ED 230 565

***Scoring***
Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 576
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8.
ED 230 606
Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Spring Semester 1980. Research Bulletin 80-8.
ED 230 605

***Scotland***
School Broadcasting in Scottish Schools. Report of the Inter-College Research Project on School Broadcasting.
ED 230 190

***Screening Tests***
Screening and Identification: Special Needs Children in Family Day Care.
ED 229 924
Volunteers and Children with Special Needs. Second Edition.
ED 229 894

***Scripts (Knowledge Structures)***
Chicano Children's Literacy Learning at Home.
ED 230 358

***Search Strategies***
A Literature Search as a Data Source for the Development of a Student Teacher Evaluation System and the Identification of One Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report No. 83-2.
ED 230 546

***Second International Mathematics Study***
An International Review of Applications in School Mathematics--the elusive El Dorado.
ED 230 443

***Second Language Instruction***
A Successful French Weekend Camp.
ED 230 055
Choosing Foreign Language Literature in the High School: A Checklist.
ED 230 053
Computers in Education. Proceedings of the South African Congress. = Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse Kongres.
ED 230 182
Contributions to a Renewal of Language Learning and Teaching: Some Current Work in Europe.
ED 230 070
Controlled Composition or Composition out of Control? Using the Dictionary Effectively.
ED 230 056
Creative Achievement Tests in the Foreign Language Classroom.
ED 230 057
Designing and Developing a Management/Autoinstructional System, Test, Evaluation, and Review (MASTER) Program for Second Language Acquisition.
ED 230 243
English Language Teaching Profile: Iraq.
ED 230 063
English Language Teaching Profile: Kenya.
ED 230 065
English Teaching Profile (Provisional): Germany.
ED 230 061
English Teaching Profile: Greece.
ED 230 062
English Teaching Profile: Italy.
ED 230 064
English Teaching Profile: Korea.
ED 230 066
English Teaching Profile: Malawi.
ED 230 067
Freeing the Language Learner: The How and Why of a More Powerful Vocabulary.
ED 230 039
Marathi Conversational Situations.
ED 230 046
Marathi Illustrated Vocabulary.
ED 230 045
Marathi Structural Patterns. Book One.
ED 230 048
Marathi Vocabulary Manual.
ED 230 044
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish.
ED 230 052
Socio-Cultural Environments and Suggestopedia.
ED 230 021
Speak Out and Touch Someone. The OMLTA Yearbook, 1983.
ED 230 050
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Language Teaching. Cambridge Language Teaching Surveys.
ED 230 043
Teaching and Learning a Foreign Language via Tele(Video)phone: A Futuristic Mini-Computer Design.
ED 230 051
The Natural Approach: Language Acquisition in the Classroom.
ED 230 069
TPR-Plus.
ED 230 035
Using the Discussion Group Technique in the ESL Conversation Class.
ED 230 022
Using Lecture Transcripts in EAP Lecture Comprehension Courses.
ED 230 040
Vocabulary Building for University-Bound ESL Students.
ED 230 037

***Second Language Learning***
Designing and Developing a Management/Autoinstructional System, Test, Evaluation, and Review (MASTER) Program for Second Language Acquisition.
ED 230 243
How Older Dogs Learn: Adults and Language Learning.
ED 230 028
Marathi Readings.
ED 230 047
Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences. Volume 379.
ED 230 042
Reassessing Foreign Language Aptitude: Communicative Competence and Second Language Acquisition.
ED 230 031
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 025
Second Language Acquisition Studies. Series on Issues in Second Language Research.
ED 230 060
Solving the English Phonological Puzzle.
ED 230 019
The Acquisition of English Sentential Complementation by Adult Speakers of Finnish. Jyvaskyla Cross-Language Studies, No. 8.
ED 230 068
The Relevance of Interlanguage and Pidginization to French Immersion Schooling. Research Report 81-07.
ED 230 033

***Secondary Analysis***
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51.
ED 230 603

***Secondary School Curriculum***
Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools.
ED 229 843
Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised.
ED 230 359

***Secondary School Mathematics***
A Cross-Sectional/Longitudinal Study of the Math Enrollment Patterns of Students in Different Racial Groups with High Standardized Math Scores.
ED 230 393
An In-Depth Analysis of the Projection of Shadows Task.
ED 230 409
Mathematics Achievement and Attitude Productivity in Junior High School.
ED 230 394
Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives.
ED 230 411

***Secondary School Science***
A Constructive Alternativist View of Children's Science.
ED 230 365
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
ED 230 369
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 370
Investigating Children's Existing Ideas about Science. A Research Seminar (April 1982).
ED 230 424
Methods for Addressing Creation/Evolution Controversies in Iowa Schools.
ED 230 419
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982.
ED 230 418
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 383
Teaching Scientific Analogies: A Proposed Model.
ED 230 423
The Acquisition of Scientific Knowledge: Analysis and Representation of Student Conceptions Concerning Density.
ED 230 366

***Secondary School Students***
Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982).
ED 229 704

***Secondary School Teachers***
Cooperative Activities between High Schools and Colleges.
ED 230 122
Role Dilemmas of the Professional Educator as Researcher: Blessing or Curse?
ED 230 550
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 504
The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time.
ED 230 508
The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers.
ED 230 656

***Secretaries***
The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions.
ED 229 538

***Selective Admission***
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data.
ED 230 520

***Self Actualization***
Preservice Teacher Assessment and Development.
ED 230 551
Social Studies Objectives, K-12.
ED 230 479

***Self Awareness***
Studying Self-Awareness Using Experiential Time Sampling Methodology.
ED 229 717

***Self Concept***
Meeting the Career Development/Counseling Guideline Needs of Limited English Proficient Students.
ED 229 560
Studying Self-Awareness Using Experiential Time Sampling Methodology.
ED 229 717
The Effects of Project Interdependence.
ED 229 962

***Self Control***
Alternatives to Behavioral Classroom Management.
ED 229 987
Self-Control Desensitization and Test Anxiety.
ED 229 695

***Self Directed Groups***
The Study Circle: A Practical Scandinavian Pedagogy.
ED 229 590

***Self Esteem***
A Handbook for Helping Parents "Group."
ED 229 927
Maternal Psychosocial Functioning in Families of Very Low Birthweight Infants.
ED 230 305
Relaxation/Covert Rehearsal for Problematic Children.
ED 230 287

***Self Evaluation (Individuals)***
Mildly Handicapped Students' Self-Awareness of Academic Skills.
ED 229 994
Principles and Guidelines for Faculty Evaluation at South Oklahoma City Junior College. Revised FY 1982-83.
ED 230 215
Self-Assessment for Teachers of Health Workers. How to Be a Better Teacher. WHO Offset Publication No. 68.
ED 230 489
Studying Self-Awareness Using Experiential Time Sampling Methodology.
ED 229 717

***Self Supporting Students***
Financial Aid for Self-Supporting Students: Defining Independence.
ED 230 081

***Semantics***
Automatic Processing of Word Meaning by Bilingual Children: Intralingual And Interlingual Interference.
ED 230 272
The Relationship between Interaction with the Caregiver and the Emergence of Play Activities During the One-Word Period.
ED 230 307
Word Knowledge Influences on Comprehension.
ED 229 747

***Seminars***
Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 103

***Sensory Training***
Guided Imagery as a Bi-Modal Approach to Preparation for Performance.
ED 229 803

***Sentence Structure***
Marathi Structural Patterns. Book One.
ED 230 048
The Acquisition of English Sentential Complementation by Adult Speakers of Finnish. Jyvaskyla Cross-Language Studies, No. 8.
ED 230 068

***Sequential Learning***
A Componential Approach to Training Reading Skills. Final Report.
ED 229 727

***Service Utilization***
Social and Health Service Utilization: A Path Analysis.
ED 229 667

***Severe Disabilities***
The Secondary Data Based Classroom Model.
ED 229 941
Functional Art Therapy for the Severely Handicapped.
ED 229 947
Interdependent Support Service Model.
ED 230 006
Motivation Plus (Assessments and Games for Severely Multiple Impaired Children).
ED 229 970
Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82.
ED 229 957
Psychomotor Assessment of the Severely Handicapped Individual.
ED 229 971
The Adaptive Physical Education Program: Its Design and Curriculum.
ED 229 891
What's So Important about Water?
ED 229 975

***Sewing Instruction***
Clothing and Textiles.
ED 229 637

***Sex Bias***
Future Challenges for Women in Our Society.
ED 230 156
Item Bias Detection and Item Writing Technology.
ED 230 564

***Sex Differences***
Cognitive Sex Differences and Their Practical Implications.
ED 229 703
Engineering Careers: Women in a Male-Dominated Field.
ED 230 422
Help-Seeking in Elementary Classrooms: An Observational Study.
ED 230 286
Interest Profiles of Professional Engineers.
ED 230 437
Project to Explore the Possibility of a Connection between a Family History of Diabetes Mellitus and School Learning and/or Behavior Problems in Students in Grades One to Eight.
ED 229 901
Spatial Ability in Relatives of Reading-Disabled Children.
ED 229 721
Women's Intuition: The Effect of Subordinate Role upon Interpersonal Sensitivity.
ED 229 680

***Sex Discrimination***
On Campus with Women, Number 34, Spring 1982.
ED 230 075
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 076
Technical and Vocational Education for Women--The Way Ahead.
ED 229 533
The Female-Male Earnings Gap: A Review of Employment and Earnings Issues. Report 673.
ED 229 618
The Press Conferences of Eleanor Roosevelt.
ED 229 770

***Sex Education***
A Telephone Survey of Community Attitudes Toward Sex Education.
ED 230 495
Sex Education and Semantic Pitfalls.
ED 229 709
Sex Education Program Outcomes: Student and Alumni Perceptions.
ED 230 525

***Sex Fairness***
The Press Conferences of Eleanor Roosevelt.
ED 229 770

***Sex Role***
Avoidance Strategies in Intimate Relationships.
ED 229 698
Women's Intuition: The Effect of Subordinate Role upon Interpersonal Sensitivity.
ED 229 680

***Sexual Harassment***
On Campus with Women, Number 34, Spring 1982.
ED 230 075

***Sexuality***
Teacher Workbook on Family Life Education.
ED 229 685

***Shadows Task***
An In-Depth Analysis of the Projection of Shadows Task.
ED 230 409

***Sharing Behavior***
Mother-Child Interaction, Comprehension of Emotion, and Sharing Behavior in Toddlers.
ED 230 299

***Short Term Memory***
Short-Term Memory for Auditory Sequences and Reading Skill.
ED 229 739
Some Prerequisites in Learning to Solve Figural Analogy Problems.
ED 230 281

***Sight Vocabulary***
The Effect of a Token Reinforcement Program on the Sight Word Acquisition Rate of Learning Disabled Students in a Rural School Program.
ED 229 918

***Simulation***
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 367
Creating Awareness: Special Needs Children in Family Day Care.
ED 229 926
Current Knowledge and Projection on Assessing the Effectiveness of Training.
ED 230 170
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2.
ED 230 178
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 383
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101.
ED 230 176

***Site Selection***
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 400

***Skill Analysis***
Measuring Adult Women's Job Relevant Life Experience Learning.
ED 229 718

***Skill Development***
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230 196
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children.
ED 230 300
Shaping the Employer Role in Child Care. Preconference Workshop Papers Prepared for 1982 Annual Convention, National Association for the Education of Young Children (Washington, D.C., November 11, 1982).
ED 230 268
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101.
ED 230 176
Volunteers and Children with Special Needs. Second Edition.
ED 229 894

***Slides***
Comparative Effectiveness of Group Slide/Tape versus Individual Programmed Instruction in Sophomore Library Instruction.
ED 230 179

***Slow Learners***
With a Little Help from My Friend: Mastering Math Facts with Peer Tutoring.
ED 229 999

***Sludge***
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 395
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 396
Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 397
Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 401
Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 406
Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 407
Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 399
Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 404
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 400
Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 405

Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 40
Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 40
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 39

***Small Businesses***
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
ED 229 56
Business Management & Ownership.
ED 229 54

***Small Colleges***
Important Elements of Governance for a Small College.
ED 230 13

***Small Group Instruction***
A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10
Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10
Working Together. Teaching in Higher Education Series: 3. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 10

***Small Schools***
Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised.
ED 230 35
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys.
ED 230 36
Small School Vocational Cooperative.
ED 229 58
The Work and Work Arrangements of Public School Administrators: An In-Process Report of a Field Study of the Administration of Small, Rural Schools.
ED 230 36

***Smoking***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress, Second Session, on S 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the American Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes
ED 229 68
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amen the Public Health Service Act and the Federal Cigarette Labeling an Advertising Act to Increase the Availability to the Americna Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.
ED 229 68

***Social Action***
The Muckrakers and Lynching: A Case Study in Racial Thinking.
ED 229 76

***Social Background***
Postsecondary Educational Attainment among Whites and Blacks.
ED 230 14

***Social Behavior***
An Exploratory Study of the Social Interactions of a Two-Year-Old Child.
ED 230 29
Avoidance Strategies in Intimate Relationships.
ED 229 69

***Social Change***
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82.
ED 230 47
Future Challenges for Women in Our Society.
ED 230 15
The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E.
ED 230 47

***Social Characteristics***
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82.
ED 230 47

***Social Class***
Reading Achievement and English Language Proficiency in the California Assessment Program Sixth Grade Test.
ED 230 59

***Social Cognition***
Changes in Friendship During a School Year.
ED 230 29
Development of the Abilities to Produce and Interpret Requests with Nuances.
ED 230 28
The Two Worlds of School: Differences in the Photographs of Black and White Adolescents.
ED 230 66

***Social Development***
An Annotated Guide to Current Periodicals in the Third World Resource Centre.
ED 230 46
Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38
Development for Women? The 1981-85 Moroccan Plan Considered.
ED 230 47
Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.
ED 230 64
Talks with Parents on Living with Preschoolers.
ED 230 31

***Social Environment***
Changes in Friendship During a School Year.
ED 230 29
Vocational Education for Immigrant and Minority Youth. Information Series No. 257.
ED 229 58

***Social History***
A Utah Navajo History = Dineji Nakee' Naahane'
ED 230 34
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas.
ED 230 31
The Hispanicization of the United States.
ED 230 34

***Social Influences***
An Exploratory Study of the Social Interactions of a Two-Year-Old Child.
ED 230 29
The Social Ecology of the Newspaper.
ED 229 77

***Social Integration***
Social Integration in Planned Retirement Communities.
ED 229 70

***Social Interaction***
An Exploratory Study of the Social Interactions of a Two-Year-Old Child.
ED 230 29

***Social Life***
The Effects of Social Participation on Morale among Widowed Women.
ED 229 69

***Social Networks***
Delinquency Level Classification Via the HEW Community Program Yout Impact Scales.
ED 229 67
Employee Network Propensity as a Function of Perceived Job Satisfaction, Ambiguity Tolerance, and Locus of Control.
ED 229 81
Social Network Influence on Father Involvement in Childrearing.
ED 230 29
The Relative Importance of Social Ties.
ED 229 71
The Role of Issue Networks in State Agenda-Setting.
ED 229 88

***Social Order***
Ideology and the Social Organization of Day Care.
ED 230 27

***Social Problems***
Unresolved Issues in Higher Education: Legacy of the 60s and 70s.
ED 230 13

***Social Science Research***
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
ED 230 41
Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3.
ED 230 46
Studies of Scientific Disciplines. An Annotated Bibliography.
ED 230 42

***Social Sciences***
Kant or Marx? Philosophy and the Origins of Social Science.
ED 230 44
Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
ED 229 72
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
ED 230 41
Studies of Scientific Disciplines. An Annotated Bibliography.
ED 230 42

***Social Services***
Access, a Demonstration Project: Entitlement for Indian Elders. Final Report.
ED 230 31
Social and Health Service Utilization: A Path Analysis.
ED 229 66
Teenage Pregnancy: A Critical Family Issue.
ED 230 64
What to Do When the Smoke Clears: Stage I and Stage II Planning wit Asian Refugees.
ED 230 63

***Social Studies***
American and Canadian Social Studies Texts - Recent Changes in Readability.
ED 230 46
Peer Tutoring as an Instructional Methodology for Social Studies Teaching.
ED 230 47
Program Improvement Guide for Social Studies Education in Wisconsin Revised.
ED 230 46
Social Studies Objectives, K-12.
ED 230 47
Standards for Evaluation of Instructional Materials with Respect to Social Content.
ED 230 47

***Social Support Groups***
A Competency Oriented Small Group Intervention: Older Worker Job Club.
ED 229 69
Aging and Family Resources: Availability and Proximity of Kin.
ED 229 68
Perceived Social Support, Social Interaction and Nutrition among th Elderly.
ED 229 69
Support Systems: Inservice Education: Teacher Effectiveness.
ED 230 53
The New Florida Beginning Teacher Program.
ED 230 55
The Relative Importance of Social Ties.
ED 229 71
Turning the Tables on Assistance: Elderly as Care Providers.
ED 229 67

***Social Values***
Context Effects in Teacher Evaluation.
ED 230 58

***Social Work***
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7th Dubuque, IA, July 24-27, 1982).
ED 230 32

***Sociocultural Patterns***
English as a Second Language for French-Canadian Adults Who Travel to Florida: An ESP Syllabus Development Project.
ED 230 02
Socio-Cultural Environments and Suggestopedia.
ED 230 02
The Major Impacts of the Baby Boom upon American Life, 1945-2050.
ED 230 47
The Tenure Drum: An Investigation of Ritual Violence in the Modern University.
ED 230 15
The Two Worlds of School: Differences in the Photographs of Black and White Adolescents.
ED 230 66

***Socioeconomic Influences***
Marital Adjustment: A Multivariate Look at Predictors.
ED 229 67

***Sociolinguistics***
Educational Pluralism and the Native American Student.
ED 230 32

***Sociology***
A History of the American Sociological Association, 1905-1980.
ED 230 46

***Soil Science***
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume I. Bulletin 1690-I.
ED 229 62

***Solar Energy***
Competency Based Education Curriculum for Energy Efficient Building Construction.
ED 229 61
Energy Management Lesson Plans for Vocational Agriculture Instructors.
ED 229 53
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
ED 230 23

***South Africa***
Computers in Education. Proceedings of the South African Congress. Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse Kongres.
ED 230 18

***South Carolina***
Behavioral Effects of Relaxation Training Among Rural Preadolescents.
ED 230 34
Ground to Grits. Scientific Concepts in Nutrition/Agriculture.
ED 229 62
Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives.
ED 230 41
The South Carolina Program for Library Development, 1983-1988, unde the Library Services and Construction Act (P.L. 95-123, FY 1983).
ED 230 20

***South Carolina Basic Skills Assessment Prog***
Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives.
ED 230 41
Technical Works for Basic Skills Assessment Programs. Final Report.
ED 230 62

***South Dakota***
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980.
ED 230 33
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981.
ED 230 33
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982.
ED 230 33
State Implementation Grant for Preschool Handicapped Children. Fina Report, September 1, 1981 to August 31, 1982.
ED 229 92

***Southern Association of Colleges and School***
Research on SACS: Does Accreditation Really Matter?
ED 229 84

***Space Exploration***
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38

***Spanish***
Advanced Spanish Language Classes [illegible] Semester Approach.
ED 230 05
Controlled Composition or Composition out of Control? Using the Dictionary Effectively.
ED 230 05
Meeting Students' Communication Needs and Functional/Notional Examples in Spanish.
ED 230 05
Spanish for Peace Corps Volunteers in Specialized Technical Jobs.
ED 230 01
Speak Out and Touch Someone. The OMLTA Yearbook, 1983.
ED 230 05

***Spanish International Network***
Latinos and Public Broadcasting: Developing a Research Agenda.
ED 230 65

***Spanish Speaking***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
ED 230 27
Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children. E.S.E.A. Title VII Annual Evaluatio Report, 1981-82.
ED 230 63
Latinos and Public Broadcasting: Developing a Research Agenda.
ED 230 65
Park West High School "At Your Service". O.E.E. Evaluation Report, 1981-1982.
ED 230 63
Walton High School Bilingual Basic Skills Through Interdisciplinary Career Orientation. O.E.E. Evaluation Report, 1981-1982.
ED 230 64
William H. Taft High School Project Adelante. O.E.E. Evaluation Report, 1981-1982.
ED 230 64

***Spatial Ability***
Cognitive Sex Differences and Their Practical Implications.
ED 229 70
Maps as Schema for Gifted Learners.
ED 229 90
Spatial Ability in Relatives of Reading-Disabled Children.
ED 229 72

***Special Classes***
Psychoneurological Assessment of Language Disorders in Learning Disabled Adolescents: Research and Prescriptive Suggestions.
ED 229 98
Utilization of Parents and Peers in Self-Contained Classrooms.
ED 229 99

***Special Education***
An Exploration of Teacher Education Programs at Traditionally Black Colleges and Universities.
ED 230 01
Bilingual Special Education Personnel Preparation National Task-Oriented Seminar (Washington, D.C., March 19-21, 1981). A Workshop Report.
ED 229 89
Building Bridges between Mainstream and Special Education.
ED 229 91
How the US Navy Can Help Take the Pain out of the Referral Process.
ED 229 98
Learning the New Way: Giving and Taking Instruction by Telecommunications.
ED 230 00
The Allure of Legalization Reconsidered: The Case of Special Education.
ED 229 88
The ABCs of Special Education: A Handbook for Parents = El ABS Sobr Educacion Especial: Un Folleto para los Padres.
ED 229 92
Vocational Education for the Handicapped: A Model for Appropriate Placement and Effective Teaching.
ED 229 98
What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered.
ED 229 87

***Special Education Teachers***
Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children. E.S.E.A. Title VII Annual Evaluatio Report, 1981-82.
ED 230 63
Competency-Based Teacher Education. State Series Paper Number 1.
ED 229 83
Project Esperanza. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 63
Strategies and Techniques for Mainstreaming. Revised.
ED 229 93

***Special Health Problems***
Otitis Media and Learning Disabilities: More Than a Relationship?
ED 229 99

***Special Needs Students***
Orientation: Special Needs. Vocational Education for the Handicapped.
ED 229 63
Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document.
ED 229 62

***Special Programs***
A Comprehensive Program for Handicapped Students at the Two-Year College.
ED 230 23
Strategies for Change.
ED 229 93
Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System.
ED 230 60

***Special Schools***
1981 Follow-Up Study of Students Enrolled and Previously Enrolled i the Michigan School for the Blind and the Michigan School for the Deaf.
ED 230 01

***Specifications***
Technical Specifications for Hardware and Software, and Maintenance in Support of Computer Literacy Program. Volume II.
ED 230 16

***Speech Acts***
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Language Teaching. Cambridge Language Teaching Surveys.
ED 230 04

***Speech Communication***
An Adaptation of Constructive Alternativism as Theory for Audience Analysis.
ED 229 80
Analysis of English/Spanish Oral Interaction Between First Grade Mexican-American Children and Teacher-Aides.
ED 230 35
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 35
Evaluation of Oral Fluency in English as a Foreign Language.
ED 230 01
How Do You Feel? = Koj Puas Xis Nyob? English-Hmong Medical Handbook.
ED 230 04
Teaching Freedom of Speech.
ED 229 82
Teaching Speech-Communication: Guidelines for Teachers of the Required Speech Communication Course in Idaho Schools.
ED 229 81
Three Perspectives on Writing. Reading Education Report No. 41.
ED 229 76
Who Should Administer the Public Relations Program?
ED 229 81

***Speech Curriculum***
An Adaptation of Constructive Alternativism as Theory for Audience Analysis.
ED 229 80
Teaching Speech-Communication: Guidelines for Teachers of the Required Speech Communication Course in Idaho Schools.
ED 229 81

***Speech Handicaps***
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for It Investigation, and Practical Applications, January 1-March 31, 1983
ED 229 81
The Microcomputer as an Efficient and Versatile Speech-Output Communication Aid.
ED 229 90

***Speech Instruction***
Teaching Freedom of Speech.
ED 229 82
Teaching Speech-Communication: Guidelines for Teachers of the Required Speech Communication Course in Idaho Schools.
ED 229 81

***Speech Skills***
Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 09
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for It Investigation, and Practical Applications, January 1-March 31, 1983
ED 229 81
Stimulating Language: Special Needs Children in Family Day Care.
ED 229 92

***Speech Therapy***
Facilitating Comprehension and Processing of Language in Classroom and Clinic.
ED 229 97

***Speeches***
Judging Criteria for Intercollegiate Limited Preparation Speaking Events.
ED 229 82

***Spina Bifida***
Children with Spina Bifida: Why Do They Fail in School?
ED 229 90

***Spontaneous Behavior***
In Defense of Children's Lies: On Ethics and Methods of Studying Children's Communication of Deception.
ED 230 28
What Are We Testing? A Cross-Cultural Comparison of Infant Competence.
ED 230 30

***Spontaneous Speech***
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 35

***Spouses***
Marital Adjustment: A Multivariate Look at Predictors.
ED 229 67

***Stability (Personal)***
Stability of Personality Characteristics throughout Adulthood.
ED 229 71

***Stability (Social Relationships)***
Changes in Friendship During a School Year.
ED 230 29

***Staff Development***
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice.
ED 230 49
Project Esperanza. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 63
Staff Development for School Improvement: An Illustration.
ED 230 53
Staff Development: A Mutual Accountability Model. The New Albany, Mississippi Plan.
ED 230 52
The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities.
ED 230 07
Three Keys to Successful Staff Development: Evaluation, Participant Planning and School-Based Programming.
ED 230 52

***Staff Role***
A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.
ED 229 93
Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980).
ED 229 94

***Staff Utilization***
An Evaluation of the Impact of the Basic Core of Course Offerings o Senior High School Programs.
ED 230 63

***Staffing Ratio***
Changes in Occupational Employment in the Food and Kindred Products Industry, 1977-1980. Technical Note No. 1.
ED 229 64

***Standard Occupational Classfication***
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 50

***Standard Occupational Classification***
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 50
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 50
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 51
Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 50
Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 50
Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition.
ED 229 50
Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 51

***Standard Setting***
Comparing Four Estimates of the Criterion-Referenced Standard for a Written Test.
ED 230 61

***Standardized Tests***
Helping Students Do Their Best on Standardized Achievement Tests. Bulletin No. 6.
ED 230 61
Identification of Exemplary Schools: A Secondary Analysis of Sixth Grade Data from the California Assessment Program.
ED 230 59
Linking Testing and Evaluation with School District Instructional Programs.
ED 230 62

***Standards***
Changing Public Interest Values in Broadcast Deregulation.
ED 229 80
Comparing Four Estimates of the Criterion-Referenced Standard for a Written Test.
ED 230 61
Evaluation Standards: Comments from Israel.
ED 230 57
Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2.
ED 229 65

***Standards for Evaluation Educ Prog Proj Mat***
Evaluation Standards: Comments from Israel.
ED 230 57

***Stanford University CA***
The Tenure Drum: An Investigation of Ritual Violence in the Modern University.
ED 230 15

***State Aid***
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 85
How States Compare in Financial Support of Higher Education, 1982-83.
ED 230 16
School Finance Reform: An Example of Redistributive Education Polic at the State Level. Working Papers in Education Finance, Paper No. 39.
ED 229 86
School Finance: Past, Present and Future Issues in the States. Working Papers in Education Finance, Paper No. 38.
ED 229 86
Tax Base Composition and Family Income in Measuring School District Fiscal Capacity. Working Papers in Education Finance, Paper No. 12.
ED 229 86
Using Program Priorities to Make Retrenchment Decisions: The Case o the University of Minnesota.
ED 230 11

***State Aid Formulas***
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 85
Tax Base Composition and Family Income in Measuring School District Fiscal Capacity. Working Papers in Education Finance, Paper No. 12.
ED 229 86

***State Colleges***
Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Supplement to the Report from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-41.
ED 230 08
Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3.
ED 230 12
Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17.
ED 230 09
Fall 1982 Enrollments, North Dakota Institutions of Higher Education.
ED 230 12
Higher Education Financing in the Fifty States: Significance for th 'Adams' States.
ED 230 10
How States Compare in Financial Support of Higher Education, 1982-83.
ED 230 16
On-Campus Enrollment in Arkansas Higher Education Institutions, Fal 1982. Report 82-2.
ED 230 12
Promises to Keep: Remedial Education in California's Public College and Universities.
ED 230 08
Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation.
ED 230 13

Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40. ED 230 089
The Price of Admission, 1983. An Assessment of the Impact of Student Charges on Enrollments, Student Financial Aid Needs, and Revenues in California Public Higher Education. Commission Report 82-39. ED 230 091
Use of a Policy/Regulation Manual System in Public Higher Education. ED 230 146

***State Departments of Education***
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2. ED 230 621
Interagency Cooperation: Miracle or Mirage? A Study of Interagency Cooperation in the Delivery of Special Education and Related Services. ED 229 997

***State Federal Aid***
Update on the School Market for Microcomputers. ED 230 192

***State Government***
Legislators' Images of Mass Media News Reporting Performance. ED 229 802
School Finance Reform: An Example of Redistributive Education Policy at the State Level. Working Papers in Education Finance, Paper No. 39. ED 229 865

***State Legislation***
Evolution versus Creationism: The Public Education Controversy. ED 230 421
Questions and Answers Concerning the Higher Education Provisions of the RAISE Bill (Senate Bill 357). ED 230 232
Student Financial Aid in Florida. Consultants' Report. ED 230 124
The Role of Issue Networks in State Agenda-Setting. ED 229 882

***State Programs***
A Cooperative Adventure: The Integration of Physical Therapy Services into North Carolina's Schools. ED 229 976
A Statewide Program Network That Works. NCCSCE Working Paper Series. ED 230 219
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators. ED 229 531
Determining Maintenance of Achievement from ABE Programs. ED 229 564
Florida's Teacher Education Centers: Determining If They Make a Difference. ED 230 530
Perfecting and Understanding Roles in Education. Proceedings of the Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983). ED 230 321
Project Basic Test Interpretation. ED 230 597
Survey of Basic Skills: Grade 3 and Grade 6 - 1982. School Report for John M. Gomes Elementary. California Assessment Program. ED 230 610
The Effects of PL 94-142 on School Services to Adolescents with Behavior Disorders in Illinois. ED 229 972
The Practice SSAT-II. and Test Administration Manual for the Practice SSAT-II. ED 230 561

***State School District Re***
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report. ED 229 832

***State School District Relationship***
Interagency Cooperation: Miracle or Mirage? A Study of Interagency Cooperation in the Delivery of Special Education and Related Services. ED 229 997

***State Schools***
1981 Follow-Up Study of Students Enrolled and Previously Enrolled in the Michigan School for the Blind and the Michigan School for the Deaf. ED 230 012

***State Standards***
A Secondary Curriculum Guide for Health Occupations Education in Washington State. ED 229 585
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data. ED 230 520
Certification of Journalism Teachers: A Survey of the States. ED 229 779

***State Universities***
A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 1974 at the Florida State University. ED 230 132
A Student Health Insurance Needs Survey. Research Report #2. ED 230 107
The Core Student Affirmative Action Program at the California State University. A Second Review. ED 230 090
Utilization of Residence Hall Facilities, Fall 1982 with Trends from Fall 1974. Report No. 9-82. ED 230 082

***State University of New York***
Utilization of Residence Hall Facilities, Fall 1982 with Trends from Fall 1974. Report No. 9-82. ED 230 082

***Statewide Longitudinal Study CA***
Research and Educational Decisions: An Editorial. ED 230 217

***Statewide Planning***
Career and Vocational Education in Ohio for the 1980's and Beyond. ED 229 545
Funding for Regional Programs for Handicapped Students. A Report Prepared at the Direction of the 1981 Legislative Assembly. Revisions April and May 1982. ED 229 938
Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow. ED 230 121
Maryland Community Colleges 1982 Program Evaluations. ED 230 245
Quality of the 1980 Federal Census for Postsecondary Planning. ED 230 088
Research and Educational Decisions: An Editorial. ED 230 217
Small School Vocational Cooperative. ED 229 586
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40. ED 230 089
Student Financial Aid in Florida. Consultants' Report. ED 230 124
Technical Works for Basic Skills Assessment Programs. Final Report. ED 230 628
The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities. ED 230 079
The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980. ED 230 116

***Station KSL TV UT***
KSL-TV--First in the U.S. with Teletext. ED 229 808

***Statistical Analysis***
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach. ED 230 566
Effects on Score Distributions of Deleting an Unkeyable Item from a Test. ED 230 569
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test. ED 230 559

***Statistics***
The Relationship of Federal to Private Statistics. ED 230 598

***Steam Heating***
Heating and Ventilating IV, 11-5. Military Curriculum Materials for Vocational and Technical Education. ED 229 568

***Stereotypes***
How are Senior Citizens Portrayed in Basal Readers? ED 229 742
Review and Extension of the What-Is-Beautiful-Is-Good Hypothesis: Inclusion of Machiavellianism. ED 229 676

***Stimulation***
Innovative Infant Stimulation Program as Being Executed by a South Louisiana School District. ED 229 967
What's So Important about Water? ED 229 975

***Store Managers***
Business Management & Ownership. ED 229 542

***Story Content***
The Effects of Recency and Story Content on Children's Moral Judgments. ED 230 295

***Story Reading***
Tracking Emergent Reading Behaviors through Storybook Re-Enactments. ED 229 722

***Stress (Biological)***
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies. ED 229 644

***Stress Management***
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies. ED 229 644

***Stress Variables***
A Study of the Interaction between Anxiety and Attention. ED 229 713
Ambiguity and Role Transition in the Post-Divorce Family: A Symbolic Interactional Approach to Role Adjustment. ED 229 699
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies. ED 229 644
Economics, Work, and Mental Health: Implications for Primary Prevention. ED 229 702
Frozen and Forgotten: Stress among Alaskan Bush Teachers. ED 230 537
Injuries to the Young Athlete. ED 230 544
Maternal Depression: A Source of Stress for Children. ED 230 313
Mental Health Services in a School of Dentistry. ED 229 677
Occupational Stressors and Administrative Role in Educational Organizations. ED 229 874
Stress and Children: A Theoretical Overview. ED 230 542
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series. ED 229 663

***Strikes***
Public Sector Bargaining and Strikes. Sixth Edition. ED 229 833

***Strong Campbell Interest Inventory***
Interest Profiles of Professional Engineers. ED 230 437

***Stroop Color Word Test***
Investigations of Cognitive Strategies and Cognitive Flexibility in Hearing Impaired Children. Final Report. ED 229 889

***Structure of Knowledge***
Cognitive Structure of Technical Knowledge: A Free Association Methodology. ED 229 576

***Stu***
Junior High School Transition Study, Volume VII. Executive Summary. ED 230 505

***Student Adjustment***
Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981). ED 230 497
Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey. ED 230 154
Junior High School Transition Study, Volume VII. Executive Summary. ED 230 505
Mother-Infant Interaction and Maternal Psychosocial Predictors of Kindergarten Adaptation. ED 230 283
One-Parent Families and Educational Disadvantage. Working Paper No. 4. ED 229 693
Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice. ED 230 501
Students' Experience during and Response to Transition to Junior High School. Junior High School Transition Study, Volume IV. ED 230 503
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice. ED 230 502

***Student Attitudes***
A Follow-Up Study: Open Education as Evaluated by Students Seven Years Later. Part I, 1973 - 1980; Part II, 1975 - 1982. ED 230 288
A Student Health Insurance Needs Survey. Research Report #2. ED 230 107
A Study of the Relationship of Intuition to Performance in Freshman Composition. ED 229 759
An Analysis of the Relationship between University Coursework and Field-Based Experience: A Question of Relevance. ED 230 512
An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice. ED 230 499
Assessing the Impact of Newspaper in Education Programs: Changes in Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report. ED 229 752
Attribute and Attitude Assessment of Community College Graduates and Leavers. ED 230 567
Bakersfield College Student Needs Assessment Survey: Spring Semester, 1983. ED 230 239
Differences in Role Expectations for Community College Faculty. ED 230 223
Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships. ED 230 644
Emergency School Aid Act (ESAA) Magnet Program Evaluation (FY '81 and FY '82). Report No. 17-7. ED 230 658
Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report. ED 229 530
Junior High School Transition Study, Volume VII. Executive Summary. ED 230 505
Lifestyles & Values of College Students: Classes of 1980 through 1985. ED 230 137
Productive Factors in School Learning: A Quantitative Synthesis of National Assessment Studies. ED 230 575
Report on the Results of a Survey of Northwestern High School Students. High School Improvement Project, June 1982. ED 230 654
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice. ED 230 504
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice. ED 230 502
The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments. ED 229 963
The Two Worlds of School: Differences in the Photographs of Black and White Adolescents. ED 230 662
Unfamiliar Instructional Practice and Its Relationship to Student Emotional Distress in the ESL Classroom. ED 230 034
Verbal Self-Instruction for the Mentally Retarded: The Missing Link. ED 230 016
Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2. ED 229 653
1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data. ED 229 672

***Student Attrition***
Attribute and Attitude Assessment of Community College Graduates and Leavers. ED 230 567
First-Quarter Academic Performance. Indicators as Predictors of College Attrition: A Study of the 1976-1980 Class at Central State University. ED 230 153
Retention and Dropout in Beginning College Language Courses. ED 230 036

***Student Behavior***
An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice. ED 230 498
An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice. ED 230 499
Characteristics of Students' Classroom Talk Surrounding the Assignment, Production and Evaluation of a Writing Task. ED 229 757
Effects of Work Time on School Activities and Career Expectations. Technical Report. Studies in Employment and Training Policy: No. 4. ED 229 654
Informally Inviting Moral Development: Teacher Perception and Behaviour Regarding the Handling of Moral Transgressions. ED 230 519
Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice. ED 230 501
The Sounds and the Music: Phenomena of Creativity and Routine in the Kindergarten. ED 230 275
1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors among Youth. Report 1: Normative and Trend Data. ED 229 672

***Student Characteristics***
A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 1974 at the Florida State University. ED 230 132
American Indian Education Handbook. ED 230 327
An Exploratory Study of Learning Disabilities in College Students. ED 229 995
An Inquiry into Possible New Items of Background Information about TOEFL Candidates. ED 230 572
Attribute and Attitude Assessment of Community College Graduates and Leavers. ED 230 567
Bakersfield College Student Needs Assessment Survey: Spring Semester, 1983. ED 230 239
Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981). ED 230 497
Educational and Occupational Orientations of Young Hispanic Women in the Brownsville, Texas, Area. ED 230 240
Effects of Individual and School Characteristics on Part-Time Work of High School Seniors. Technical Report. Studies in Employment and Training Policy: No. 5. ED 229 655
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press. ED 230 077
Fall Enrollment in Colleges and Universities, 1980. ED 230 084
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13. ED 230 660
Mathematics Achievement and Attitude Productivity in Junior High School. ED 230 394
On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1982. Report 82-2. ED 230 128
Recent Graduates: A Study of Graduation Rates and Distinguishing Characteristics of CUNY Community College Career Program Completers. ED 230 252
School Characteristics Related to Student Academic Growth. ED 230 601
School Enrollment--Social and Economic Characteristics of Students: October 1981 (Advance Report). Population Characteristics. ED 229 851
Self Perceptions of Gifted Children with Implications for Adult Personal Success and General Mental Health. Preliminary Report. ED 229 989
Understanding Adolescence: Issues and Implications for Effective Schools. ED 229 664
Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11 ED 230 257

***Student College Relationship***
Beacons for Change: An Innovative Outcome Model for Community Colleges. ED 230 231
The Recruitment and Retention Patterns of Hispanic American Women in College. ED 230 144
Unresolved Issues in Higher Education: Legacy of the 60s and 70s. ED 230 138

***Student Costs***
Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Supplement to the Report from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-41. ED 230 085
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40. ED 230 089

***Student Developed Materials***
Trade and Industry in History. National History Day, 1982. ED 230 464

***Student Development***
Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981). ED 230 497

***Student Educational Objectives***
Effects of Work Time on School Activities and Career Expectations. Technical Report. Studies in Employment and Training Policy: No. 4. ED 229 654

***Student Evaluation***
A Meta-Analytic Evaluation of an Interpersonal Skills Curriculum: Accumulating Evidence Over Successive Occasions. ED 230 149
Behavioral Assessment & Intervention: The Integrated Disciplinary Approach. ED 230 000
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980). ED 229 890
Essays. Teaching in Higher Education Series: 8. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education. ED 230 105
Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures. ED 230 643
Guidelines for Working with Clients/Students Who Engage in Disruptive-Aggressive Behavior and/or Have Adaptive Behavior Deficits. ED 229 965
Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education. ED 230 104
Interdependent Support Service Model. ED 230 006
Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties. A Special Needs Document. ED 229 537
Meeting the Career Development/Counseling Needs of Disadvantaged Students. ED 229 561
Minimum Competency Testing and Handicapped Children: Is There a Role for the School Psychologist? ED 229 914
Motivation Plus (Assessments and Games for Severely Multiple Impaired Children). ED 229 970
Promises to Keep: Remedial Education in California's Public Colleges and Universities. ED 230 087
Psychomotor Assessment of the Severely Handicapped Individual. ED 229 971
School Psychologists' Use of Nondiscriminatory Assessment: Implications for Educating Handicapped Minority Students. ED 230 002
Semi-Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982. ED 230 248
Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982. ED 230 247
The Use of Objective Tests. Teaching in Higher Education Series: 9. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education. ED 230 106

***Student Evaluation of Teacher Performance***
Selected Characteristics of Public School Cooperating Teachers as Evaluated by Student Teachers. ED 230 535
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice. ED 230 504

***Student Experience***
Nutrition, Health, and Safety for Child Caregivers: Student Laboratory Manual. ED 229 636

***Student Financial Aid***
A Longitudinal Study of the Effects of Academic, Demographic, and Financial Aid Factors on Retention for the Freshman Class of 1974 at the Florida State University. ED 230 132
Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Supplement to the Report from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-41. ED 230 085
Facing the Future. ED 230 127
Financial Aid for Self-Supporting Students: Defining Independence. ED 230 081
Higher Education Opportunities for Minorities and Women: Annotated Selections--1982 Edition. ED 230 120
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40. ED 230 089
Student Financial Aid in Florida. Consultants' Report. ED 230 124
The Organization and Structure of Teacher Education in the Republic of China. ED 230 494
The Price of Admission, 1983. An Assessment of the Impact of Student Charges on Enrollments, Student Financial Aid Needs, and Revenues in California Public Higher Education. Commission Report 82-39. ED 230 091
The Use, Misuse, and Non-Use of Policy Research: Student Financial Aid. ED 230 145

***Student Improvement***
A Study of the Relationship of Intuition to Performance in Freshman Composition. ED 229 759
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction. ED 229 744

***Student Interests***
A Comparison of Traditional and Television Lectures as a Means of Instruction in Biology at a Community College. ED 230 264

***Student Loan Programs***
Actions Underway to Reduce Delinquencies in the Health Professions and Nursing Student Loan Programs. ED 230 095

***Student Mobility***
Analysis of Migration Characteristics of Children Served Under the Migrant Education Program. Report to the Congress. ED 230 353

***Student Needs***
A Student Health Insurance Needs Survey. Research Report #2. ED 230 107
Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey. ED 230 154

***Student Opinion Survey***
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice. ED 230 502

***Student Participation***
A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education. ED 230 102
Students' Experience during and Response to Transition to Junior High School. Junior High School Transition Study, Volume IV. ED 230 503

***Student Placement***
Albuquerque Integration Outreach Project. Final Performance Report, July 1, 1981-June 30, 1982. ED 229 886
An Administrator Views Programs for the Specific Learning Disability Student. ED 229 917
Assessment and Placement at Sacramento City College. ED 230 258
Assessment Placement: A Design for Student Success and Institutional Planning for the 1980's. Management Report, 1983-3/4. ED 230 234
Vocational Education for the Handicapped: A Model for Appropriate Placement and Effective Teaching. ED 229 980

***Student Projects***
Trade and Industry in History. National History Day, 1982. ED 230 464

***Student Promotion***
The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis. ED 229 876

***Student Reaction***
Assessing the Impact of Newspaper in Education Programs: Changes in Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report. ED 229 752
Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives for Successful Schooling Practice. ED 230 500
Request-Response Strategies Among Elementary Teachers and Students. ED 230 310
Schooling and the Composing Process. ED 229 795
Students' Oral Response to Written Composition. ED 229 781
The Impact of Microcomputers on Composition Students. ED 229 791
Traditional Grade-Based Writing Evaluation and the Process Approach: Systems in Conflict. ED 229 761

***Student Recruitment***
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment. ED 230 111
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report. ED 230 246
Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students. Symposium Summary . ED 230 110
The Core Student Affirmative Action Program at the California State University. A Second Review. ED 230 090

***Student Rights***
The Allure of Legalization Reconsidered: The Case of Special Education. ED 229 883
What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered. ED 229 878

***Student Subcultures***
A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81.
ED 230 560
***Student Teacher Ratio***
Statistics of Public School Systems in the Twenty Largest U.S. Cities, Fall 1980.
ED 229 846
***Student Teacher Relationship***
A Model of Curriculum Development in Rural Schools.
ED 230 361
Help-Seeking in Elementary Classrooms: An Observational Study.
ED 230 286
Instructional Systems for Bilingual Children.
ED 230 348
Request-Response Strategies Among Elementary Teachers and Students.
ED 230 310
Role Dilemmas of the Professional Educator as Researcher: Blessing or Curse?
ED 230 550
Talking: The Neglected Part of the Writing Process.
ED 229 762
Teacher Student Interaction in the Writing Conference: Response and Teaching.
ED 229 754
Time/Learning Relationships in Secondary Schools: A Research Report.
ED 229 853
***Student Teachers***
A Literature Search as a Data Source for the Development of a Student Teacher Evaluation System and the Identification of One Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report No. 83-2.
ED 230 546
An Analysis of the Relationship between University Coursework and Field-Based Experience: A Question of Relevance.
ED 230 512
Selected Characteristics of Public School Cooperating Teachers as Evaluated by Student Teachers.
ED 230 535
***Student Transportation***
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7.
ED 229 858
***Student Volunteers***
Utilization of Parents and Peers in Self-Contained Classrooms.
ED 229 998
***Students***
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80.
ED 230 356
***Study with a Teacher Program***
S.W.A.T. (Study with a Teacher).
ED 229 966
***Study Abroad***
Must Hard Times in Higher Education Affect Study Abroad Programs?
ED 230 030
***Study Circles***
The Study Circle: A Practical Scandinavian Pedagogy.
ED 229 590
***Study Skills***
Coping Strategies: Preparing Foreign Graduate Students for Professional Academic Programs.
ED 230 058
Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 649
High School Students Participate in a CAI Study Skills Program.
ED 230 185
***Subject Index Terms***
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
ED 230 205
***Success***
Program Evaluation: Why It Seldom Is Perceived as a Success.
ED 230 583
Young Peoples' Attributions for Successful or Unsuccessful Learning at Worksites.
ED 229 556
***Suggestopedia***
Socio-Cultural Environments and Suggestopedia.
ED 230 021
***Summer Science Programs***
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 435
***Superintendents***
Black School Administrators: A Review of Their Early History, Trends in Recruitment, Problems and Needs.
ED 229 885
How to Build a Positive Relationship with the Superintendent and Board of Education.
ED 229 866
***Supervised Farm Practice***
Vocational Agriculture I Basic Core. Section C--Supervised Experience Programs.
ED 229 539
***Supervision***
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska.
ED 229 952
***Supervisor Qualifications***
Appraising the Evaluators.
ED 230 568
***Supervisory Methods***
Directions for Research on Supervisory Conference Approaches Appropriate to Developmental Levels of Teachers.
ED 230 513
***Supplementary Reading Materials***
The American Indian Social Studies Curriculum Activity Guide, Grades 7-8.
ED 230 315
The American Indian Social Studies Curriculum Activity Guide, Grades 9-12.
ED 230 317
***Surrogate Parents***
Training Surrogate Parents.
ED 229 986
***Sweden***
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter).
ED 230 096
***Swimming***
What's So Important about Water?
ED 229 975
***Symbolic Language***
The Emergence of Visible Language: Interrelationships Between Drawing and Early Writing.
ED 230 280
***Symbolic Representation***
The Emergence of Visible Language: Interrelationships Between Drawing and Early Writing.
ED 230 280
***Syntactic Complexity***
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 746
***Syntax***
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 746
***Systems Approach***
Working with Chronically Dysfunctional Families.
ED 229 688
***Taiwan***
The Organization and Structure of Teacher Education in the Republic of China.
ED 230 494
***Talent***
The Arts and Gifted/Talented Education Leadership Training Institute (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980).
ED 229 939
***Talk Write Method***
Talking: The Neglected Part of the Writing Process.
ED 229 762
***Task Analysis***
A Management Study of Personnel Policies and the Department of Personnel Services.
ED 230 638
***Task Persistence***
Teachers' and Young Children's Perceptions of Task Persistence.
ED 230 278
***Tax Allocation***
How States Compare in Financial Support of Higher Education, 1982-83.
ED 230 160
***Tax Credits***
Tax Credits for Education.
ED 229 870
***Tax Limitations***
Voter Attitudes toward Government and Spending. Working Papers in Education Finance, Paper No. 20.
ED 229 862
***Teac***
The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume II. Bulletin 1690-II.
ED 229 629
***Teacher Administrator Relationship***
Staff Development: A Mutual Accountability Model. The New Albany, Mississippi Plan.
ED 230 521
The Politics of Basic Writing: Program Administration.
ED 229 784
***Teacher Aides***
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska.
ED 229 952
Analysis of English/Spanish Oral Interaction Between First Grade Mexican-American Children and Teacher-Aides.
ED 230 357
***Teacher Attendance***
A Field Study on a Bonus Program to Reduce Teacher Absenteeism.
ED 229 869
***Teacher Attitudes***
A Field Study on a Bonus Program to Reduce Teacher Absenteeism.
ED 229 869
A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
ED 230 493
Articulation in Accounting: Reactions of High School and Two-Year College Accounting Educators.
ED 229 531
Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.
ED 230 080
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education.
ED 229 630
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
ED 229 932
Curriculum and Instruction: Theory versus Practice in Selected Public School Settings.
ED 230 539
Differences in Role Expectations for Community College Faculty.
ED 230 223
Directions for Research on Supervisory Conference Approaches Appropriate to Developmental Levels of Teachers.
ED 230 513
Faculty Reported Use of Research in Teacher Preparation Courses: Six Instructional Scenarios.
ED 230 514
Informally Inviting Moral Development: Teacher Perception and Behaviour Regarding the Handling of Moral Transgressions.
ED 230 519
Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.
ED 229 724
Instructional Systems for Bilingual Children.
ED 230 348
One-Parent Families and Educational Disadvantage. Working Paper No. 4.
ED 229 693
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys.
ED 230 363
Report on the Results of a Survey of Northwestern High School Staff. High School Improvement Project, June 1982.
ED 230 663
Research on SACS: Does Accreditation Really Matter?
ED 229 841
Teachers' and Young Children's Perceptions of Task Persistence.
ED 230 278
The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments.
ED 229 963
The Few Among the Many: Interviews of Minority Community College Faculty.
ED 230 251
Traditional Grade-Based Writing Evaluation and the Process Approach: Systems in Conflict.
ED 229 761
***Teacher Background***
The Few Among the Many: Interviews of Minority Community College Faculty.
ED 230 251
***Teacher Behavior***
Materials Centered Reading Instruction: A Naturalistic Study of a Summer School Reading Program.
ED 229 719
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
ED 230 492
Time on Task in Selected Vocational Education Classes.
ED 229 528
***Teacher Burnout***
Frozen and Forgotten: Stress among Alaskan Bush Teachers.
ED 230 537
The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers.
ED 230 656
***Teacher Centers***
Florida's Teacher Education Centers: Determining If They Make a Difference.
ED 230 530
***Teacher Certification***
ACT Scores and Selective Admissions: An Exploratory Look at Some One-Time Data.
ED 230 520
Certification of Journalism Teachers: A Survey of the States.
ED 229 779
Entry-Year Assistance Committee: A Support System for Beginning Teachers.
ED 230 511
The New Florida Beginning Teacher Program.
ED 230 552
***Teacher Characteristics***
Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.
ED 230 080
Barriers to Part Time Teaching: An Evaluation of Noncredit Continuing Education.
ED 229 630
Differences in Role Expectations for Community College Faculty.
ED 230 223
Directions for Research on Supervisory Conference Approaches Appropriate to Developmental Levels of Teachers.
ED 230 513
Selected Characteristics of Public School Cooperating Teachers as Evaluated by Student Teachers.
ED 230 535
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 504
***Teacher Community Relationship***
Lifelong Teacher Education and the Community School. UIE Monographs 10.
ED 230 490
***Teacher Dismissal***
The Tenure Drum: An Investigation of Ritual Violence in the Modern University.
ED 230 157
***Teacher Distribution***
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980.
ED 230 330
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981.
ED 230 331
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982.
ED 230 332
***Teacher Education***
A Roundup of Country Reports on Environmental Education.
ED 230 439
Curriculum and Instruction: Theory versus Practice in Selected Public School Settings.
ED 230 539
Developing International Understanding in Teacher Education.
ED 230 506
Education for Environmental Planning and Conservation.
ED 230 391
Some Issues in Pre-School Education.
ED 230 290
The Organization and Structure of Teacher Education in the Republic of China.
ED 230 494
Vocational Agriculture I Basic Core. Section C--Supervised Experience Programs.
ED 229 539
***Teacher Education Curriculum***
Faculty Reported Use of Research in Teacher Preparation Courses: Six Instructional Scenarios.
ED 230 514
Ph.D. and Ed.D. Program Adaptations for College Teachers.
ED 230 163
Teacher Preparation for Mainstreaming: Small College Case Study.
ED 229 996
***Teacher Education Programs***
A Diagnostic Design for Individualized Field and Campus Internship.
ED 230 005
An Exploration of Teacher Education Programs at Traditionally Black Colleges and Universities.
ED 230 011
Attempting to Develop a Program Response to the Needs of Those Preparing to Teach in Rural/Small Schools.
ED 230 320
Evaluating Teacher Education Graduates and Programs.
ED 230 510
Learning the New Way: Giving and Taking Instruction by Telecommunications.
ED 230 008
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No. 9.
ED 230 346
***Teacher Educators***
A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
ED 230 493
Faculty Reported Use of Research in Teacher Preparation Courses: Six Instructional Scenarios.
ED 230 514
If Professors Are Adults.
ED 230 151
***Teacher Effectiveness***
Appraising the Evaluators.
ED 230 568
Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.
ED 230 080
Curriculum and Instruction: Theory versus Practice in Selected Public School Settings.
ED 230 539
Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 098
Principles and Guidelines for Faculty Evaluation at South Oklahoma City Junior College. Revised FY 1982-83.
ED 230 215
Role Dilemmas of the Professional Educator as Researcher: Blessing or Curse?
ED 230 550
Self-Assessment for Teachers of Health Workers. How to Be a Better Teacher. WHO Offset Publication No. 68.
ED 230 489
Support Systems: Inservice Education: Teacher Effectiveness.
ED 230 531
***Teacher Employment***
Alabama Teacher Supply-Demand for 1983-1984.
ED 230 532
***Teacher Employment Benefits***
A Field Study on a Bonus Program to Reduce Teacher Absenteeism.
ED 229 869
Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17.
ED 230 092
***Teacher Evaluation***
Appraising the Evaluators.
ED 230 568
Assessment of Teacher Performance: Constructs of Teacher Competencies Based on Factor Analysis of Observation Data.
ED 230 586
Context Effects in Teacher Evaluation.
ED 230 581
Evaluating Teacher Education Graduates and Programs.
ED 230 510
Principles and Guidelines for Faculty Evaluation at South Oklahoma City Junior College. Revised FY 1982-83.
ED 230 215
Self-Assessment for Teachers of Health Workers. How to Be a Better Teacher. WHO Offset Publication No. 68.
ED 230 489
The New Florida Beginning Teacher Program.
ED 230 552
***Teacher Exchange Programs***
Teacher Exchange In England: A Model to Improve Writing in the Public Schools.
ED 230 543
***Teacher Improvement***
Teacher Exchange In England: A Model to Improve Writing in the Public Schools.
ED 230 543
The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time.
ED 230 508
***Teacher Influence***
The Relationship between Interaction with the Caregiver and the Emergence of Play Activities During the One-Word Period.
ED 230 307
***Teacher Made Tests***
Creative Achievement Tests in the Foreign Language Classroom.
ED 230 057
***Teacher Performance Assessment Instruments***
Assessment of Teacher Performance: Constructs of Teacher Competencies Based on Factor Analysis of Observation Data.
ED 230 586
***Teacher Persistence***
Frozen and Forgotten: Stress among Alaskan Bush Teachers.
ED 230 537
The Process of Deciding "Not" to Become a Teacher.
ED 230 515
***Teacher Promotion***
Research for Policy: Faculty Perceptions and Policy Modifications to Enhance the Role of Continuing Education.
ED 230 147
***Teacher Qualifications***
Certification of Journalism Teachers: A Survey of the States.
ED 229 779
***Teacher Recruitment***
The Organization and Structure of Teacher Education in the Republic of China.
ED 230 494
***Teacher Response***
Getting the Red Out: Grading without Degrading.
ED 229 788
Informally Inviting Moral Development: Teacher Perception and Behaviour Regarding the Handling of Moral Transgressions.
ED 230 519
Request-Response Strategies Among Elementary Teachers and Students.
ED 230 310
***Teacher Responsibility***
A Model of Curriculum Development in Rural Schools.
ED 230 361
Cooperative Education. Information Series No. 253.
ED 229 578
***Teacher Role***
A Survey of Revision Practices in Today's Advanced Composition Course.
ED 229 794
Alternatives to Behavioral Classroom Management.
ED 229 987
Differences in Role Expectations for Community College Faculty.
ED 230 223
Feeling Strong, Feeling Free: Movement Exploration for Young Children.
ED 230 266
Getting the Red Out: Grading without Degrading.
ED 229 788
If Professors Are Adults.
ED 230 151
Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.
ED 229 724
Instructional Systems for Bilingual Children.
ED 230 348
Lifelong Teacher Education and the Community School. UIE Monographs 10.
ED 230 490
Management Functions of Secondary Vocational Teachers in Kansas with Implications for Pre-Service and In-Service Education.
ED 229 512
Materials Centered Reading Instruction: A Naturalistic Study of a Summer School Reading Program.
ED 229 719
Perfecting and Understanding Roles in Education. Proceedings of the Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983).
ED 230 321
The Sounds and the Music: Phenomena of Creativity and Routine in the Kindergarten.
ED 230 275
Utilization of Parents and Peers in Self-Contained Classrooms.
ED 229 998
Yet Another Ethical Problem in Technical Writing.
ED 229 782
***Teacher Salaries***
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7.
ED 229 858
Salary and Compensation Methodology in Academic Collective Bargaining.
ED 230 140
Teacher Salaries in Oregon: A Longitudinal Study of Salaries of Teachers in Oregon Public Schools, Community Colleges, and the State System of Higher Education from 1971/72 through 1981/82.
ED 229 847
***Teacher Shortage***
Alabama Teacher Supply-Demand for 1983-1984.
ED 230 532
Another Educational Problem: Shortages of University Scientific and Engineering Faculty.
ED 230 441
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982.
ED 230 418
***Teacher Student Conferences***
Teacher Student Interaction in the Writing Conference: Response and Teaching.
ED 229 754
***Teacher Supervision***
Directions for Research on Supervisory Conference Approaches Appropriate to Developmental Levels of Teachers.
ED 230 513
***Teacher Supply and Demand***
Alabama Teacher Supply-Demand for 1983-1984.
ED 230 532
National Study of the Estimated Supply and Demand of Secondary Science and Mathematics Teachers 1980-1982.
ED 230 418
***Teacher Workshops***
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
ED 230 301
Faculty Research Development Workshop. Final Report (October 1978 - March 1982).
ED 230 125
Support Systems: Inservice Education: Teacher Effectiveness.
ED 230 531
The North West Oklahoma In-Service Cooperative: A Model for Rural Cooperative Staff Development.
ED 230 522
***Teachers***
Action Research in a University Laboratory School: An Interview Study.
ED 230 613
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series.
ED 229 663
***Teaching (Occupation)***
The Few Among the Many: Interviews of Minority Community College Faculty.
ED 230 251
The Process of Deciding "Not" to Become a Teacher.
ED 230 515
***Teaching Guides***
Poetry Instruction: Do Basals Follow Recommended Procedures?
ED 229 755
***Teaching Methods***
The Secondary Data Based Classroom Model.
ED 229 941
A Survey of Revision Practices in Today's Advanced Composition Course.
ED 229 794
Analysis in Lincoln-Douglas Debate.
ED 229 811
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175.
ED 230 177
Autobiography and Audience.
ED 229 786
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds.
ED 230 194
Developing Paragraph "Intuition": A Spiral Approach.
ED 229 749
Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 650
Effect of Task and Authority Structures on Student Task Engagement.
ED 230 416
Effects of Instructional Setting and Approach in Compensatory Education: A Statewide Analysis.
ED 230 645
Effects of Questions and Instructions on Learning from Text.
ED 229 615
Elementary Death Education.
ED 230 518
Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 649
Guided Imagery as a Bi-Modal Approach to Preparation for Performance.
ED 229 803
How Older Dogs Learn: Adults and Language Learning.
ED 230 028
Improving Writing in California Schools: Problems & Solutions.
ED 229 767
Inner-Tennis Principles Applied to Writing.
ED 229 787
Instruction and the Feedback Dilemma.
ED 230 547
Instructional Problems in Reading As Seen by Teachers of Disadvantaged vs Non-Disadvantaged Children.
ED 229 724
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
ED 230 487
Mainstreaming: Sharing Ideas, Strategies, Materials, Techniques.
ED 229 896
Outline for Remediation of Problem Areas for Children with Learning Disabilities. Revised. = Bosquejo para la Correccion de Areas Problematicas para Ninos con Impedimientos del Aprendizaje.
ED 229 922
Parallel Alternate Curriculum--A Mainstreaming Implementation Program at the Secondary Level: Alternative Teaching Strategies Combined with Basic Skills.
ED 229 964
Peer Tutoring as an Instructional Methodology for Social Studies Teaching.
ED 230 477
Reading and Writing: Concepts for Teaching and Learning. Proceedings of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
ED 229 765
Seven Steps to Employment for Learning Disabled Students.
ED 229 912
Socio-Cultural Environments and Suggestopedia.
ED 230 021
Tacit Knowledge of Questioning Strategies: An Aspect of Teachers' Practical Knowledge.
ED 230 516
Teaching Scientific Analogies: A Proposed Model.
ED 230 423
The Collaborative Mode in Adult Education: A Literature Review.
ED 229 534
The Critique Circle: A Technique for Teaching Oral Performance Criticism.
ED 229 812
The Effects of Group Size, Instructional Method, and Mode of Responding on the Acquisition of Mathematical Concepts by Fourth Grade Students.
ED 230 390
The Natural Approach: Language Acquisition in the Classroom.
ED 230 069
The Strategy Selection Matrix--A Guide for Individualizing Instruction.
ED 229 910
Time/Learning Relationships in Secondary Schools: A Research Report.
ED 229 853
TPR-Plus.
ED 230 035

Writing in the Introductory Literature Class.
ED 229 785
***Teaching Skills***
A Diagnostic Design for Individualized Field and Campus Internship.
ED 230 005
Competencies for Teachers Who Instruct Children with Learning Disabilities. Project I.O.U.
ED 229 955
Planning for a Culturally Sensitive Program in the Preschool Setting.
ED 230 009
Teacher Preparation for Mainstreaming: Small College Case Study.
ED 229 996
***Teaching Styles***
Backgrounds, Education, and Teaching Styles of Teaching Award Winning Professors.
ED 230 080
Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 098
Mothers and Gifted Preschoolers Teaching and Learning Strategies.
ED 230 312
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 504
***Team Assisted Individualization***
Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships.
ED 230 644
***Team Teaching***
Effects of Interdisciplinary Team Teaching. Research Synthesis.
ED 230 533
Pairing--A Precursor to Mainstreaming.
ED 229 915
***Teamwork***
Behavioral Assessment & Intervention: The Integrated Disciplinary Approach.
ED 230 000
Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships.
ED 230 644
Guidelines for Working with Clients/Students Who Engage in Disruptive-Aggressive Behavior and/or Have Adaptive Behavior Deficits.
ED 229 965
The Communication Connection: The First Step toward an Integrated Program.
ED 229 968
***Technical Assistance***
A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.
ED 229 934
Six Years of Title I Evaluation Technical Assistance: Past Strategies and Measurement of Effectiveness.
ED 230 602
***Technical Assistance Centers***
A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study.
ED 230 198
Cost Effectiveness in Evaluation Technical Assistance: Different Aspects of Measuring Cost and Outcomes.
ED 230 616
Six Years of Title I Evaluation Technical Assistance: Past Strategies and Measurement of Effectiveness.
ED 230 602
***Technical Assistance Development System***
A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.
ED 229 934
***Technical Education***
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
ED 230 235
***Technical Occupations***
Spanish for Peace Corps Volunteers in Specialized Technical Jobs.
ED 230 017
***Technical Writing***
Client Oriented Management Documents.
ED 229 783
Contract Learning in the Traditional Technical Writing Class.
ED 230 210
Editing in Technical Communication: Theory and Practice in Editing Processes at the Graduate Level.
ED 229 790
Factors Important in Composing Legal Written Communication.
ED 229 751
Yet Another Ethical Problem in Technical Writing.
ED 229 782
***Technological Advancement***
Approaches to Technological Update of Vocational/Technical Teachers. Leadership Training Series No. 64.
ED 229 572
Can Colleges and Universities Supply an Adequate Skilled Workforce for High Technology Needs in 1990? Problems, Prospects, and Policy for the Eighties. Research Report No. 82-27.
ED 230 222
Enhancing Economic Stability Utilizing the High Technologies in Community Colleges: A Case Study.
ED 230 259
Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
ED 229 728
Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7.
ED 229 641
Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229 592
Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World.
ED 230 386
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow s World.
ED 230 387
Vocational Education Tool and Equipment Inventory.
ED 229 546
***Technology***
Inventory of Data Sources in Science and Technology. A Preliminary Survey.
ED 230 429
Technology and Changing Lifestyles. Student's Guide. Preparing for Tomorrow's World.
ED 230 384
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 385
Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World.
ED 230 386
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 387
Unity and Diversity in STS Curricula.
ED 230 431
***Technology Transfer***
Black Boxes: The Developing World of Microcomputers. Conference Report.
ED 230 193
Technology Transfer: Programs, Procedures, and Personnel.
ED 230 244
***Telecommunications***
Computer-Aided Telecommunications for the Deaf (A Prototype for the Hearing). Final Report.
ED 230 197
Learning the New Way: Giving and Taking Instruction by Telecommunications.
ED 230 008
Origins, Growth and Future Directions of the Pacific Telecommunications Council: An International Policy Delphi Study.
ED 230 164
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge).
ED 230 333
***Teleconferencing***
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge).
ED 230 333
***Telecourses***
A Telecourse Sourcebook for the 80s.
ED 230 241
***Telephone Communications Systems***
Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World.
ED 230 376
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 375
KSL-TV--First in the U.S. with Teletext.
ED 229 808
Teaching and Learning a Foreign Language via Tele(Video)phone: A Futuristic Mini-Computer Design.
ED 230 051
***Telephone Instruction***
Teaching and Learning a Foreign Language via Tele(Video)phone: A Futuristic Mini-Computer Design.
ED 230 051
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge).
ED 230 333
***Television***
Improving Audience Learning from Television News through Between-Channel Redundancy.
ED 229 777
KSL-TV--First in the U.S. with Teletext.
ED 229 808
The New Film Technologies: Computerized Video-Assisted Film Production.
ED 229 807
***Television Radio Repairers***
Cognitive Structure of Technical Knowledge: A Free Association Methodology.
ED 229 576
***Television Research***
Asian-American Audience Research and Public Broadcasting Programming.
ED 230 651
Communication Research on Black Americans.
ED 230 652
In Search of Diversity. Symposium on Minority Audiences and Programming Research: Approaches and Applications (Lenox, Massachusetts, October 1980).
ED 230 650
The News Quality Index: An Instrument for Assessing Local TV News.
ED 229 775
***Television Viewing***
Asian-American Audience Research and Public Broadcasting Programming.
ED 230 651
Attracting Minority Audiences to Public Television.
ED 230 655
Communication Research on Black Americans.
ED 230 652
Family Environment and Television Use by Preschool Children.
ED 230 293
Latinos and Public Broadcasting: Developing a Research Agenda.
ED 230 653
Television and Reading Achievement: A Secondary Analysis of Data from the 1979-80 National Assessment of Educational Progress.
ED 229 748
The News Quality Index: An Instrument for Assessing Local TV News.
ED 229 775
***Tenure***
A Survey: College Credit and Other Related ESL Issues.
ED 230 023
Research for Policy: Faculty Perceptions and Policy Modifications to Enhance the Role of Continuing Education.
ED 230 147
The Tenure Drum: An Investigation of Ritual Violence in the Modern University.
ED 230 157
***Termination of Therapy***
A Multivariate Analysis of Termination Status in a Rural Community Mental Health Center.
ED 229 666
***Test of English as a Foreign Language***
An Inquiry into Possible New Items of Background Information about TOEFL Candidates.
ED 230 572
***Test of Standard Written English***
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach.
ED 230 566
***Test Anxiety***
A Study of the Interaction between Anxiety and Attention.
ED 229 713
Self-Control Desensitization and Test Anxiety.
ED 229 695
***Test Bias***
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach.
ED 230 566
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.
ED 230 615
School Psychologists' Use of Nondiscriminatory Assessment: Implications for Educating Handicapped Minority Students.
ED 230 002
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diverse Students. Final Report. Revision.
ED 230 620
***Test Coaching***
Helping Students Do Their Best on Standardized Achievement Tests. Bulletin No. 6.
ED 230 611
Improving Test-Taking Skills.
ED 230 573
***Test Construction***
Assessment of Basic Competencies: An Alternative to Intelligence Tests and A Training Manual.
ED 229 943
Creative Achievement Tests in the Foreign Language Classroom.
ED 230 057
Development of a Program Specific Locator Test. Final Report.
ED 229 595
Guidelines for Proficiency Tests.
ED 230 589
Influence of Fallible Item Parameters on Test Information During Adaptive Testing.
ED 230 590
Item Bias Detection and Item Writing Technology.
ED 230 564
Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 576
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230 563
The Development and Function of Print Awareness.
ED 230 273
The Development of a Parent Attitudinal Questionnaire As a Measure of School Success.
ED 230 587
The Use of Objective Tests. Teaching in Higher Education Series: 9. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 106
***Test Format***
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230 563
The Effect of Item Format on Item Difficulty and Item Discrimination.
ED 230 582
The Effects of the Timing of Feedback on Long-Term Knowledge Retention in PSI Courses. Final Report.
ED 230 183
***Test Interpretation***
Assessing Minimal Competence for Certification with the National Teacher Examinations.
ED 230 541
Project Basic Test Interpretation.
ED 230 597
***Test Items***
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.
ED 230 615
Effects of Including Humor in Test Items.
ED 230 588
Effects on Score Distributions of Deleting an Unkeyable Item from a Test.
ED 230 569
Influence of Fallible Item Parameters on Test Information During Adaptive Testing.
ED 230 590
Item Bias Detection and Item Writing Technology.
ED 230 564
Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II.
ED 230 557
Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV.
ED 230 558
The Effect of Item Format on Item Difficulty and Item Discrimination.
ED 230 582
The Effects of the Timing of Feedback on Long-Term Knowledge Retention in PSI Courses. Final Report.
ED 230 183
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230 559
***Test Norms***
Aptitude Scores of Guidance Counselors. Technical Report 1982-1.
ED 230 565
***Test Reliability***
A Comparison of Reliability Estimates from Single and Double Administrations of Criterion-Referenced Tests.
ED 230 580
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
ED 230 578
Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures.
ED 230 643
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 627
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 025
Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior).
ED 229 892
***Test Results***
Fitting Item Response Models to the Maryland Functional Reading Test Results.
ED 230 624
Survey of Basic Skills: Grade 3 and Grade 6 - 1982. School Report for John M. Gomes Elementary. California Assessment Program.
ED 230 610
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8.
ED 230 606
Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Spring Semester 1980. Research Bulletin 80-8.
ED 230 605
***Test Revision***
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230 563
***Test Theory***
Assessing Minimal Competence for Certification with the National Teacher Examinations.
ED 230 541
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
ED 230 578
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications.
ED 230 622
***Test Use***
A Factor-Analytic Study of Adaptive Behavior and Intellectual Functioning in Learning Disabled Children.
ED 229 913
Assessment of Basic Competencies: An Alternative to Intelligence Tests and A Training Manual.
ED 229 943
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications.
ED 230 622
Linking Testing and Evaluation with School District Instructional Programs.
ED 230 626
***Test Validity***
Comparison of Traditional and Latent Trait Procedures in Analysis and Selection of Rating Scale Items.
ED 230 578
Evaluation of the ESOL/Bilingual Program: Validation and Reliability of the Assessment Measures.
ED 230 643
Functional Literacy Testing in the United States: Measurement Issues and Theoretical and Practical Implications.
ED 230 622
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 627
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 025
Second Year Validation Studies of the Brockton Battery: A Special Needs Assessment for Linguistic Minority Students. (The Tests of Reading Readiness and the Scales of Adaptive Behavior).
ED 229 892
The Development and Function of Print Awareness.
ED 230 273
The Ideaphoria Worksamples as Measures of Divergent Thinking. Technical Report 1982-7.
ED 230 592
The Use of Objective Tests. Teaching in Higher Education Series: 9. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 106
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8.
ED 230 606
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
ED 230 629
Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Spring Semester 1980. Research Bulletin 80-8.
ED 230 605
***Test Wiseness***
Helping Students Do Their Best on Standardized Achievement Tests. Bulletin No. 6.
ED 230 611
Improving Test-Taking Skills.
ED 230 573
***Testing***
Assessment of Basic Competencies: An Alternative to Intelligence Tests and A Training Manual.
ED 229 943
Improving Writing in California Schools: Problems & Solutions.
ED 229 767
Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 104
***Testing Problems***
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
ED 229 731
Fitting Item Response Models to the Maryland Functional Reading Test Results.
ED 230 624
***Testing Programs***
Assessment and Placement at Sacramento City College.
ED 230 258
Assessment Placement: A Design for Student Success and Institutional Planning for the 1980's. Management Report, 1983-3/4.
ED 230 234
Fitting Item Response Models to the Maryland Functional Reading Test Results.
ED 230 624
Project Basic Test Interpretation.
ED 230 597
Semi-Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982.
ED 230 248
Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982.
ED 230 247
Technical Works for Basic Skills Assessment Programs. Final Report.
ED 230 628
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230 559
The Practice SSAT-II. and Test Administration Manual for the Practice SSAT-II.
ED 230 561
***Tewksbury (Donald G)***
Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860.
ED 230 150
***Texas***
Clothing and Textiles.
ED 229 637
Food and Nutrition.
ED 229 646
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80.
ED 230 356
Texas Public Library Statistics for 1981: An Analysis.
ED 230 207
***Texas (Brownsville)***
Educational and Occupational Orientations of Young Hispanic Women in the Brownsville, Texas, Area.
ED 230 240
***Texas (South)***
Oral History--A Tool for the Study of Chicano History in the Lower Rio Grande Valley of Texas.
ED 230 316
***Texas (West)***
Quality of Education and Effects of Size in Small West-Texas High Schools: 1973 vs. 1983 Surveys.
ED 230 363
***Texas A and M University***
Comparing and Contrasting Master of Agriculture and Master of Science Alumni.
ED 230 136
***Text Learning***
On Training Students to Extract Gist from Expository Text.
ED 229 736
***Textbook Content***
A Comparative Study: College Freshman Reading Abilities and Readabilities of Required Texts.
ED 229 743
Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
ED 229 720
Poetry Instruction: Do Basals Follow Recommended Procedures?
ED 229 755
***Textbook Evaluation***
American and Canadian Social Studies Texts - Recent Changes in Readability.
ED 230 460
Standards for Evaluation of Instructional Materials with Respect to Social Content.
ED 230 471
***Textbook Research***
Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
ED 229 720
Poetry Instruction: Do Basals Follow Recommended Procedures?
ED 229 755
***Textbook Standards***
Standards for Evaluation of Instructional Materials with Respect to Social Content.
ED 230 471
***Textbooks***
Puerto Ricans in Children's Literature and History Texts: A Ten-Year Update.
ED 230 664
***Textiles Instruction***
Clothing and Textiles.
ED 229 637
***Textual Analysis***
An Analysis of Text Variables in Three Current Reading Diagnostic Tests.
ED 229 731
***Theater Arts***
Consumer Response to Arts Offerings: A Study of Theater and Symphony in Four Southern Cities.
ED 230 450
***Theories***
Research on Reversals, with Emphasis on Connected Text Studies.
ED 229 745
***Theory Development***
Psychology of Aging in America: A Historical Account of Theoretical Developments.
ED 229 712
***Theory Practice Relationship***
Curriculum and Instruction: Theory versus Practice in Selected Public School Settings.
ED 230 539
***Therapy***
The Portsmouth Project (KIDS); A Successful Model Mainstream Program for Emotionally Handicapped Adolescents in Public Secondary Schools.
ED 230 015
***Third World***
An Annotated Guide to Current Periodicals in the Third World Resource Centre.
ED 230 467
***Time on Task***
Effect of Task and Authority Structures on Student Task Engagement.
ED 230 416
The Effects of Task Significance Training on the Ability of Prospective Teachers to Increase Academic Learning Time.
ED 230 508
The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
ED 229 744
Time on Task in Selected Vocational Education Classes.
ED 229 528
Time/Learning Relationships in Secondary Schools: A Research Report.
ED 229 853
***Time Blocks***
Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System.
ED 230 633
***Time Factors (Learning)***
Retention of Selected Reading and Arithmetic Skills by Learning Disabled Pupils and Non-Disabled Pupils over Summer Vacation.
ED 229 960
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ED 229 827
Time/Learning Relationships in Secondary Schools: A Research Report.
ED 229 853
***Time Management***
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series.
ED 229 663
Time on Task in Selected Vocational Education Classes.
ED 229 528
***Time Perspective***
Contextual Controls of Competence with "Before" and "After."
ED 230 296
***Time Sampling***
Studying Self-Awareness Using Experiential Time Sampling Methodology.
ED 229 717
***Timeout***
The Use of Restitution and Time-Out for Destructive Behavior in Emotionally Disturbed Children.
ED 229 969
***Title IX Education Amendments 1972***
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 076
***Tobacco***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availability to the American Public of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.
ED 229 683
***Toddlers***
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
ED 230 301
***Togo***
Educational Planning and Development in Africa: An Assessment of the Endeavors of Cameroon and Togo.
ED 230 476
***Token Economy***
The Effect of a Token Reinforcement Program on the Reading Comprehension of a Learning Disabled Student.
ED 229 919
The Effect of a Token Reinforcement Program on the Sight Word Acquisition Rate of Learning Disabled Students in a Rural School Program.
ED 229 918
***Topographic Maps***
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230 196
***Total Physical Response***
TPR-Plus.
ED 230 035
***Tourism***
Passport to Successful Alumni Travel Programs. Revised Edition.
ED 230 162
***Trade and Industrial Education***
Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.
ED 229 565

Heating and Ventilating II, 11-3. Military Curriculum Materials for Vocational and Technical Education.
ED 229 566

Heating and Ventilating III, 11-4. Military Curriculum Materials for Vocational and Technical Education.
ED 229 567

Heating and Ventilating IV, 11-5. Military Curriculum Materials for Vocational and Technical Education.
ED 229 568

Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education.
ED 229 584

Preparing Industrial Education Teachers as Reading Specialists.
ED 229 525

***Trainers***

Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 485

***Training***

Implementing Army Training Programs: Translating Model into Action.
ED 230 591

***Training Methods***

A Comparative Evaluation of Three Relaxation Training Procedures.
ED 230 555

Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 395

Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 396

Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 397

Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 401

Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 485

Computer Literacy. Intelligent CAI. Proceedings of the 1982 Annual Conference of the Association for the Development of Computer-Based Instructional Systems.
ED 230 181

Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 406

Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 407

Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 399

Ideology and the Social Organization of Day Care.
ED 230 274

Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 404

Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 400

Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 405

Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 402

Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 403

Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101.
ED 230 176

Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System.
ED 230 604

Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 398

***Transfer of Training***

A Componential Approach to Training Reading Skills. Final Report.
ED 229 727

Effectiveness of a Preservice Course in Reading in the Secondary School.
ED 229 732

Effects of Advance Organizer and Guided-Self-Discovery Instruction on Preschool Children's Understanding of Conservation.
ED 230 279

Implications of Structured Immersion for the ESL Elementary Curriculum.
ED 230 038

***Transfer Policy***

The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 657

***Transfer Programs***

Maryland Community Colleges 1982 Program Evaluations.
ED 230 245

***Transfer Students***

Toward Increased Voluntary Interdistrict Integration in New York State.
ED 229 852

***Transgression Behavior***

Developmental Differences in Boys' Judgments About Paternal Disciplinary Behavior.
ED 230 308

***Transitional Programs***

William H. Taft High School Project Adelante. O.E.E. Evaluation Report, 1981-1982.
ED 230 642

***Transportation***

Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World.
ED 230 381

Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 382

***Travel***

Passport to Successful Alumni Travel Programs. Revised Edition.
ED 230 162

***Trend Analysis***

Building Bridges between Mainstream and Special Education.
ED 229 911

Learning Disabilities at the Crossroads.
ED 229 958

Teacher Salaries in Oregon: A Longitudinal Study of Salaries of Teachers in Oregon Public Schools, Community Colleges, and the State System of Higher Education from 1971/72 through 1981/82.
ED 229 847

***Trigonometry***

Trigonometric Insights into Pie Charts.
ED 230 392

***Truancy***

Computerizing Your Attendance System.
ED 229 829

***Trustees***

Important Elements of Governance for a Small College.
ED 230 135

***Tuition***

The Price of Admission, 1983. An Assessment of the Impact of Student Charges on Enrollments, Student Financial Aid Needs, and Revenues in California Public Higher Education. Commission Report 82-39.
ED 230 091

***Turkey***

The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E.
ED 230 472

***Turnkey Systems***

A Research-Based Staff Development Model: The Premise and the Program.
ED 230 523

***Tutorial Programs***

With a Little Help from My Friend: Mastering Math Facts with Peer Tutoring.
ED 229 999

***Tutoring***

Peer Tutoring as an Instructional Methodology for Social Studies Teaching.
ED 230 477

University-Based Preservice Tutoring Experiences for Students in Teacher Training Program in Learning Disabilities at Kent State University.
ED 229 984

***Two Way Television***

KSL-TV--First in the U.S. with Teletext.
ED 229 808

***Two Year College Students***

A Comprehensive Program for Handicapped Students at the Two-Year College.
ED 230 233

Academic Crossover Study: University of Hawaii, Community Colleges, Fall 1982.
ED 230 254

An Analysis of Aspirational Goals of Two-Year Business College Students.
ED 230 249

Assessment and Placement at Sacramento City College.
ED 230 25

Bakersfield College Student Needs Assessment Survey: Spring Semester, 1983.
ED 230 23

Course Registration Report: University of Hawaii, Community Colleges, Spring 1983.
ED 230 24

Recent Graduates: A Study of Graduation Rates and Distinguishing Characteristics of CUNY Community College Career Program Completers
ED 230 25

Report on Remedial Education.
ED 230 22

Research and Educational Decisions: An Editorial.
ED 230 21

Semi-Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982.
ED 230 24

Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982.
ED 230 24

The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities: The Maryland Experience.
ED 230 25

Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11
ED 230 25

***Undercounting***

Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
ED 229 59

***Undergraduate Students***

Fall Enrollment in Colleges and Universities, 1980.
ED 230 08

Management Factors of Women in Leisure Services.
ED 230 52

***Undergraduate Study***

Preparing for the Undergraduate Core Curriculum.
ED 230 13

Task Force on Undergraduate Education, June 1, 1981. Final Report.
ED 230 13

***Unemployment***

Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229 57

Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983.
ED 229 54

Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73.
ED 230 32

***Unions***

Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
ED 229 56

Directory of Faculty Contracts and Bargaining Agents in Institution of Higher Education. Volume 9.
ED 230 11

Public Sector Bargaining and Strikes. Sixth Edition.
ED 229 83

Unionization Among College Faculty, 1982.
ED 230 14

***United Kingdom***

Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. a Project Report.
ED 229 60

***United States***

Directory of Faculty Contracts and Bargaining Agents in Institution of Higher Education. Volume 9.
ED 230 11

***United States (South)***

Consumer Response to Arts Offerings: A Study of Theater and Symphon in Four Southern Cities.
ED 230 45

Research Productivity in Graduate Departments of Political Science in the South and Southwest.
ED 230 48

***United States (Southwest)***

Research Productivity in Graduate Departments of Political Science in the South and Southwest.
ED 230 48

The Hispanicization of the United States.
ED 230 34

***United States (West)***

Tewksbury Revisited: The Second Great Awakening, Evangelism, Revivalism and Denominationalism in the Founding of Western Colleges, 1790-1860.
ED 230 15

***United States Government (Course)***

Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Sprin Semester 1980. Research Bulletin 80-8.
ED 230 60

***United States History***

The Immigrant Experience: A Polish-American Model. Teacher's Guide.
ED 230 45

The Muckrakers and Lynching: A Case Study in Racial Thinking.
ED 229 76

Tocqueville, Garrison, and the Perfection of Journalism.
ED 229 77

Trade and Industry in History. National History Day, 1982.
ED 230 46

***Units of***

Heavy Equipment Operator Instructional Materials. Basic Core. Volum I.
ED 229 54

***Units of Study***

Heavy Equipment Operator: General Equipment Operator. Instructional Materials.
ED 229 54

***Universities***

The City University of New York Report on Child Care. Fall 1982.
ED 230 30

***University of Connecticut***

Foreign Student Orientation Needs at the University of Connecticut: Results of a Survey.
ED 230 15

***University of Houston TX***

Preparing for the Undergraduate Core Curriculum.
ED 230 13

Task Force on Undergraduate Education, June 1, 1981. Final Report.
ED 230 13

***University of Maryland Baltimore County***

A Student Health Insurance Needs Survey. Research Report #2.
ED 230 10

***University of Minnesota***

A Developmental Mathematics Program at the University of Minnesota.
ED 230 40

Using Program Priorities to Make Retrenchment Decisions: The Case o the University of Minnesota.
ED 230 11

***University of Mississippi***

Mental Health Services in a School of Dentistry.
ED 229 67

***Unwed Mothers***

Teenage Pregnancy: A Critical Family Issue.
ED 230 64

***Urban to Rural Migration***

Rural Renaissance: Implications for Higher Education.
ED 230 33

***Urban American Indians***

Access, a Demonstration Project: Entitlement for Indian Elders. Final Report.
ED 230 31

***Urban Areas***

Community Education and Health Services.
ED 229 62

Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness.
ED 229 62

***Urban Education***

Understanding Adolescence: Issues and Implications for Effective Schools.
ED 229 66

***Urban Planning***

Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 36

***Urban Renewal***

Greater Baltimore Commitment: A Study of Urban Minority Economic Development.
ED 230 65

***Urban Schools***

School Finance Reforms and Big-City Fiscal Problems. Working Papers in Education Finance, Paper No. 16.
ED 229 86

Statistics of Public School Systems in the Twenty Largest U.S. Cities, Fall 1980.
ED 229 84

***Use Studies***

School Broadcasting in Scottish Schools. Report of the Inter-Colleg Research Project on School Broadcasting.
ED 230 19

The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions.
ED 229 53

Update on the School Market for Microcomputers.
ED 230 19

***User Cordial Interface***

Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17.
ED 230 16

***Vacations***

Retention of Selected Reading and Arithmetic Skills by Learning Disabled Pupils and Non-Disabled Pupils over Summer Vacation.
ED 229 96

***Vacuum Filtration***

Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 39

***Validity***

A Validity Network Schema.
ED 230 60

Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 57

***Validity Network Schema***

A Validity Network Schema.
ED 230 60

***Validity Research***

A Validity Network Schema.
ED 230 60

***Value Judgment***

Judgment of Intentionality by Nursery School Children.
ED 230 25

***Values***

Analysis in Lincoln-Douglas Debate.
ED 229 81

Lifestyles & Values of College Students: Classes of 1980 through 1985.
ED 230 13

Sharing the Past: Themes and Values from Early Life.
ED 229 69

Social Studies Objectives, K-12.
ED 230 47

The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E.
ED 230 47

The Process of Deciding "Not" to Become a Teacher.
ED 230 51

***Values Clarification***

Experiential Plus: A Multiple Purpose Foundations Course.
ED 230 48

NATCON 3.
ED 229 57

***Values Education***

Analysis in Lincoln-Douglas Debate.
ED 229 81

***Vehicular Traffic***

Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World.
ED 230 38

Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38

***Ventilation***

Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.
ED 229 56

Heating and Ventilating II, 11-3. Military Curriculum Materials fo Vocational and Technical Education.
ED 229 56

Heating and Ventilating III, 11-4. Military Curriculum Materials f Vocational and Technical Education.
ED 229 56

Heating and Ventilating IV, 11-5. Military Curriculum Materials fo Vocational and Technical Education.
ED 229 56

***Verbal Ability***

Cognitive Sex Differences and Their Practical Implications.
ED 229 70

Word Knowledge Influences on Comprehension.
ED 229 74

***Verbal Communication***

The Sounds and the Music: Phenomena of Creativity and Routine in th Kindergarten.
ED 230 2

***Verbal Development***

Stimulating Language: Special Needs Children in Family Day Care.
ED 229 92

***Verbal Tests***

Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 62

***Vermont***

Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System.
ED 230 60

***Veterans***

Graying of the National Budget: The Impact of an Aging Population.
ED 229 70

***Video Equipment***

The New Film Technologies: Computerized Video-Assisted Film Production.
ED 229 80

***Videodisc Recordings***

Interactive Videodisc for Special Education Technology. Final Report.
ED 230 1

***Videotape Recordings***

Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 1

***Videotex***

KSL-TV--First in the U.S. with Teletext.
ED 229 8

***Violence***

Report to the Governor's Task Force on Violence and Extremism wit Executive Summary .
ED 230 6

***Visual Acuity***

Age-Related Visual Changes and Their Impications for the Motor Ski Performance of Older Adults.
ED 230 5

***Visual Impairments***

Age-Related Visual Changes and Their Impications for the Motor Ski Performance of Older Adults.
ED 230 5

Project Access: ABE & GED Instruction and Testing for Sight and Muscular Handicapped Persons. (A 310 Project, 7-1-81 to 6-30-82).
ED 229 5

1981 Follow-Up Study of Students Enrolled and Previously Enrolled the Michigan School for the Blind and the Michigan School for the Deaf.
ED 230 0

***Visual Learning***

Outline for Remediation of Problem Areas for Children with Learnin Disabilities. Revised. = Bosquejo para la Correccion de Areas Problematicas para Ninos con Impedimientos del Aprendizaje.
ED 229 9

***Visual Perception***

Perceptual Aspects of Motor Performance.
ED 230 5

The Two Worlds of School: Differences in the Photographs of Black and White Adolescents.
ED 230 6

***Visualization***

Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230 1

***Vocabulary***

Effects of Higher Education on Ability for Blacks and Whites.
ED 230 1

Four Principles for Designing Instructions.
ED 229 6

***Vocabulary Development***

Freeing the Language Learner: The How and Why of a More Powerful Vocabulary.
ED 230 0

Marathi Illustrated Vocabulary.
ED 230 0

Marathi Vocabulary Manual.
ED 230 0

Teaching Communication and Reading Skills in the Content Areas.
ED 229 7

Vocabulary Building for University-Bound ESL Students.
ED 230 0

***Vocabulary Skills***

Word Knowledge Influences on Comprehension.
ED 229 7

***Vocational Adjustment***

A Community-Based Vocational Model for Deaf-Blind Youth: Assessmen of Student Behavior Change and Employer/Co-Worker Attitudinal Change.
ED 230 0

***Vocational Educatio***

Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised.
ED 230 3

***Vocational Education***

A Model for Training Special Needs Students in a Regular Vocational-Technical School Setting.
ED 229 9

A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois.
ED 229 5

A Reference Guide for Secondary Career and Vocational Programming for Handicapped Students.
ED 229 9

Academic Crossover Study: University of Hawaii, Community Colleges Fall 1982.
ED 230 2

Base Line Survey of Wisconsin Legislators on Vocational Education.
ED 229 5

Career and Vocational Education in Ohio for the 1980's and Beyond.
ED 229 5

Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report.
ED 229 6

Development of a Program Specific Locator Test. Final Report.
ED 229 5

Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 6

Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229 5

Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982).
ED 229 5

Examining the Impact of High School Vocational Education.
ED 229 5

Ground to Grits. Scientific Concepts in Nutrition/Agriculture.
ED 229 6

Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 6

Learning Styles: Applications in Voc Ed. Information Series No. 25
ED 229 5

Maryland Community Colleges 1982 Program Evaluations.
ED 230 2

National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 5

Older Workers: What Voc Ed Can Do. Information Series No. 256.
ED 229 5

Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82.
ED 229 9

Quality Circles: Applications in Vocational Education. Information Series No. 249.
ED 229 6

Recent Graduates: A Study of Graduation Rates and Distinguishing Characteristics of CUNY Community College Career Program Completer
ED 230 2

S.W.A.T. (Study with a Teacher).
ED 229 9

Seven Steps to Employment for Learning Disabled Students.
ED 229 9

Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document.
ED 229 6

Small School Vocational Cooperative.
ED 229 5

Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229 5

The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume I. Bulletin 1690-I.
ED 229 6

The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 5

The Significance of Vocational-Technical Education in World-Wide Development.
ED 229 6

Time on Task in Selected Vocational Education Classes.
ED 229 5

Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System.
ED 230 6

Vocational Agriculture I Basic Core. Section C--Supervised Experience Programs.
ED 229 5

Vocational Education for the Handicapped: A Model for Appropriate Placement and Effective Teaching.
ED 229 9

Vocational Education for Immigrant and Minority Youth. Information Series No. 257.
ED 229 5

Vocational Education Tool and Equipment Inventory.
ED 229 5

Writing in Vocational Education.
ED 229 5

***Vocational Education Te***

Preparing Industrial Education Teachers as Reading Specialists.
ED 229 5

***Vocational Education Teachers***

Approaches to Technological Update of Vocational/Technical Teacher Leadership Training Series No. 64.
ED 229 5

Management Functions of Secondary Vocational Teachers in Kansas wi Implications for Pre-Service and In-Service Education.
ED 229 5

Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229 5

***Vocational Evaluation***

Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982).
ED 229 7

Seven Steps to Employment for Learning Disabled Students.
ED 229 9

***Vocational Rehabilitation***

Disability in Rural America: A Four-County Needs Assessment. Final Report.
ED 229 6

Independent Living Rehabilitation: Program Development, Management and Evaluation.
ED 229 6

***Vocational Schools***

Vocational Education Tool and Equipment Inventory.
ED 229 5

***Voluntary Desegregation***

Toward Increased Voluntary Interdistrict Integration in New York State.
ED 229 8

***Volunteer Training***

Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.
ED 230 4

Volunteers and Children with Special Needs. Second Edition.
ED 229 5

***Wages***

Wages and Salaries Paid Support Personnel in Public Schools, 1982-83. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 8

***Warren Court***

Effect of Personnel Change on Supreme Court Use of Precedent in Freedom of Expression Cases.
ED 229 7

***Washington***
A Secondary Curriculum Guide for Health Occupations Education in Washington State.
ED 229 585
High School to College Transition. Planning Issue Paper No. 3 (Revised).
ED 230 133
Revitalizing the Humanities in the Community College: Final Report, October 1, 1979--September 30, 1982.
ED 230 250
Small School Vocational Cooperative.
ED 229 586

***Washington County Childrens Project ME***
Policies and Procedures Manual. Washington County Children's Program Outreach Project. Machias, Maine.
ED 229 929

***Waste Disposal***
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 395
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 396
Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 397
Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 401
Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 406
Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 407
Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 399
Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 404
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 400
Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 405
Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 402
Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 403
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 398

***Waste Water***
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 395
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 396
Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 397
Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 401
Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 406
Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 407
Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 399
Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 404
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 400
Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 405
Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 402
Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 403
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 398

***Wastes***
Clean Community System Multi-Material Recycling Manual.
ED 230 432

***Water Learning Programs***
What's So Important about Water?
ED 229 975

***Water Pollution***
Environmental Education Manual. Teacher's Guide to Environmental Education.
ED 230 436

***Water Resources***
Aquatic Activities for Youth.
ED 230 430
Inventory of Data Sources in Science and Technology. A Preliminary Survey.
ED 230 429

***Water Treatment***
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 395
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 396
Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 397
Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 401
Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 406
Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 407
Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 399
Heating and Ventilating IV, 11-5. Military Curriculum Materials for Vocational and Technical Education.
ED 229 568
Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 404
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 400
Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 405
Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 402
Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 403
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 398

***Weekend Programs***
A Successful French Weekend Camp.
ED 230 055

***Weight Loss***
The Effect of Weight Reduction on Body Composition and Strength in High School Wrestlers.
ED 230 553

***Welfare Services***
Decision Making at Child Welfare Intake: A Handbook for Practitioners.
ED 230 302

***Well Being***
Age, Ethnicity and the Factorial Invariance of Morale.
ED 229 679
Marital Adjustment: A Multivariate Look at Predictors.
ED 229 678
Maternal Depression: A Source of Stress for Children.
ED 230 313
Responsibilities of Physical Education to the Total Person. The Alliance Scholar Lecture 1982.
ED 230 554
Stress and Children: A Theoretical Overview.
ED 230 542
The Effects of Social Participation on Morale among Widowed Women.
ED 229 696
The Relative Importance of Social Ties.
ED 229 714

***West Germany***
English Teaching Profile (Provisional): Germany.
ED 230 061

***West Virginia***
Competency Based Curriculum for Prevocational Exploration Hospitality.
ED 229 610

***White House Conference on Aging***
"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982).
ED 230 318

***White Students***
Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students. Symposium Summary .
ED 230 110

***Whites***
Effects of Higher Education on Ability for Blacks and Whites.
ED 230 148
Postsecondary Educational Attainment among Whites and Blacks.
ED 230 142
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 657

***Widowed***
The Effects of Social Participation on Morale among Widowed Women.
ED 229 696

***Wildlife***
Environmental Education Manual. Teacher's Guide to Environmental Education.
ED 230 436

***Wisconsin***
Base Line Survey of Wisconsin Legislators on Vocational Education.
ED 229 529

***Withdrawal (Education)***
Assessment and Placement at Sacramento City College.
ED 230 258

***Women Faculty***
On Campus with Women, Number 34, Spring 1982.
ED 230 075
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 076
Restraining and Liberating Perceptions Regarding Minority Women's Institutional Participation.
ED 230 143

***Womens Athletics***
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230 077
On Campus with Women, Number 34, Spring 1982.
ED 230 075

***Womens Education***
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230 077
On Campus with Women, Number 34, Spring 1982.
ED 230 075
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 076

***Womens Studies***
Resources for Women's Studies.
ED 230 484

***Word Processing***
An Apple for the Teacher.
ED 230 221
The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions.
ED 229 538

***Word Recognition***
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 746
The Effect of a Token Reinforcement Program on the Sight Word Acquisition Rate of Learning Disabled Students in a Rural School Program.
ED 229 918
Word Knowledge Influences on Comprehension.
ED 229 747

***Work Attitudes***
Organizational Climate: A Summary of Research and Controversy.
ED 229 820
Towards an Explanation of Leisure Services Practitioner Attrition: A Comparison of Recreation/Leisure Undergraduates' Expectations of Certain Job Characteristics and the Reality of These Job Characteristics.
ED 230 152

***Work Exper***
National Perspective on Cooperative Education.
ED 229 652

***Work Experience Programs***
An Interim Report on the National Child Labor Committee's Research in Secondary School Cooperative Education.
ED 229 524
Cooperative Education Employer's Guide.
ED 230 209
Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982).
ED 229 527
Helping Youth Become More Responsible.
ED 229 558
Young Peoples' Attributions for Successful or Unsuccessful Learning at Worksites.
ED 229 556

***Work Sample Tests***
The Ideaphoria Worksamples as Measures of Divergent Thinking. Technical Report 1982-7.
ED 230 592

***Workshops***
A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
ED 230 621
Creating Awareness: Special Needs Children in Family Day Care.
ED 229 926

***Wrestling***
The Effect of Weight Reduction on Body Composition and Strength in High School Wrestlers.
ED 230 553

***Writing (Composition)***
Factors Important in Composing Legal Written Communication.
ED 229 751
Inner-Tennis Principles Applied to Writing.
ED 229 787
James Britton and John Keats: An Examination of the Theory and Practice of Composition.
ED 229 758
Teacher Exchange In England: A Model to Improve Writing in the Public Schools.
ED 230 543
Teacher Student Interaction in the Writing Conference: Response and Teaching.
ED 229 754
Three Perspectives on Writing. Reading Education Report No. 41.
ED 229 763
Writing in Vocational Education.
ED 229 594

***Writing Difficulties***
Neurogenic Communication Disorders and Paralleling Agraphic Disturbances: Implications for Concerns in Basic Writing.
ED 229 793

***Writing Evaluation***
Active Writing Plus Feedback: A Successful Elementary School Writing Program.
ED 229 773
Getting the Red Out: Grading without Degrading.
ED 229 788
Improving Writing in California Schools: Problems & Solutions.
ED 229 767
Peer Groups in the Composition Classroom: A Case Study.
ED 229 799
Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 576
Student Writing: Some Notes on Definition and Measurement.
ED 229 768
Students' Oral Response to Written Composition.
ED 229 781
The Influence of Audience on the Assessment of Student Writing.
ED 229 760
Traditional Grade-Based Writing Evaluation and the Process Approach: Systems in Conflict.
ED 229 761

***Writing Exercises***
A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
ED 229 764
A Writing Program for Elementary-Aged Children Who Have English as a Second Language.
ED 229 771
Essay Writer: A Program to Help Students through the Writing Process.
ED 229 792
Inner-Tennis Principles Applied to Writing.
ED 229 787
Writing in the Introductory Literature Class.
ED 229 785

***Writing Improvement***
Client Oriented Management Documents.
ED 229 783
Peer Groups in the Composition Classroom: A Case Study.
ED 229 799

***Writing Instruction***
A Survey of Revision Practices in Today's Advanced Composition Course.
ED 229 794
A Writing Program for Elementary-Aged Children Who Have English as a Second Language.
ED 229 771
Active Writing Plus Feedback: A Successful Elementary School Writing Program.
ED 229 773
Autobiography and Audience.
ED 229 786
Bridging the Gap to Literacy: Functional Writing Instruction for ESOL Students.
ED 230 029
Controlled Composition or Composition out of Control? Using the Dictionary Effectively.
ED 230 056
CAI Invention Strategies.
ED 229 789
Developing Paragraph "Intuition": A Spiral Approach.
ED 229 749
Essay Writer: A Program to Help Students through the Writing Process.
ED 229 792
Getting the Red Out: Grading without Degrading.
ED 229 788
Improving Writing in California Schools: Problems & Solutions.
ED 229 767
Inner-Tennis Principles Applied to Writing.
ED 229 787
Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
ED 229 728
Peer Groups in the Composition Classroom: A Case Study.
ED 229 799
Reading and Writing: Concepts for Teaching and Learning. Proceedings of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
ED 229 765
Research on Writing: Principles and Methods.
ED 229 766
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences.
ED 229 756
Schooling and the Composing Process.
ED 229 795
Talking: The Neglected Part of the Writing Process.
ED 229 762
The Impact of Microcomputers on Composition Students.
ED 229 791

***Writing Processes***
A Study of Children's Rewriting. Final Report for NCTE Research Foundation Project No. 80:11, September 1980-October 1982.
ED 229 750
Characteristics of Students' Classroom Talk Surrounding the Assignment, Production and Evaluation of a Writing Task.
ED 229 757
CAI Invention Strategies.
ED 229 789
Editing in Technical Communication: Theory and Practice in Editing Processes at the Graduate Level.
ED 229 790
Essay Writer: A Program to Help Students through the Writing Process.
ED 229 792
Improving Writing in California Schools: Problems & Solutions.
ED 229 767
James Britton and John Keats: An Examination of the Theory and Practice of Composition.
ED 229 758
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences.
ED 229 756
Schooling and the Composing Process.
ED 229 795
Three Perspectives on Writing. Reading Education Report No. 41.
ED 229 763
Traditional Grade-Based Writing Evaluation and the Process Approach: Systems in Conflict.
ED 229 761

***Writing Programs***
Active Writing Plus Feedback: A Successful Elementary School Writing Program.
ED 229 773

***Writing Research***
A Study of the Relationship of Intuition to Performance in Freshman Composition.
ED 229 759
A Study of Children's Rewriting. Final Report for NCTE Research Foundation Project No. 80:11, September 1980-October 1982.
ED 229 750
A Survey of Revision Practices in Today's Advanced Composition Course.
ED 229 794
Characteristics of Students' Classroom Talk Surrounding the Assignment, Production and Evaluation of a Writing Task.
ED 229 757
Factors Important in Composing Legal Written Communication.
ED 229 751
Peer Groups in the Composition Classroom: A Case Study.
ED 229 799
Research on Writing: Principles and Methods.
ED 229 766
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences.
ED 229 756
Student Writing: Some Notes on Definition and Measurement.
ED 229 768
Students' Oral Response to Written Composition.
ED 229 781
Teacher Student Interaction in the Writing Conference: Response and Teaching.
ED 229 754
The Influence of Audience on the Assessment of Student Writing.
ED 229 760
Traditional Grade-Based Writing Evaluation and the Process Approach: Systems in Conflict.
ED 229 761

***Writing Skills***
A Study of the Relationship of Intuition to Performance in Freshman Composition.
ED 229 759
A Study of Children's Rewriting. Final Report for NCTE Research Foundation Project No. 80:11, September 1980-October 1982.
ED 229 750
A Writing Program for Elementary-Aged Children Who Have English as a Second Language.
ED 229 771
Factors Important in Composing Legal Written Communication.
ED 229 751
Revision Strategies of Basic and Competent Writers as They Write for Different Audiences.
ED 229 756
The Politics of Basic Writing: Program Administration.
ED 229 784
Writing in Vocational Education.
ED 229 594
Yet Another Ethical Problem in Technical Writing.
ED 229 782

***Writing Test Prompts***
Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 576

***Written Language***
The Development and Function of Print Awareness.
ED 230 273

***Year Round Schools***
Year-Round High School Programs.
ED 229 830

***Young Adults***
Stability of Personality Characteristics throughout Adulthood.
ED 229 710

***Young Children***
Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development. WESTAR Series Paper No. 14.
ED 229 937
Basic Stuff Series Index. and Using Basic Stuff in the Teacher Preparation Program.
ED 230 540
Feeling Strong, Feeling Free: Movement Exploration for Young Children.
ED 230 266
Issues in Early Childhood Bilingualism: Pros and Cons.
ED 230 306

***Youth***
Drug Use Among Native American Youth: Summary of Findings (1975-1981).
ED 230 341

***Youth Employment***
Effects of Individual and School Characteristics on Part-Time Work of High School Seniors. Technical Report. Studies in Employment and Training Policy: No. 5.
ED 229 655
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983.
ED 229 547

***Youth Programs***
Nonformal Education for Children and Youth. A Private for Profit Sector Inquiry.
ED 230 647

***1980 Census***
Quality of the 1980 Federal Census for Postsecondary Planning.
ED 230 088

***4H Programs***
The 4-H Program Contribution to Family Strength. Evaluation Study.
ED 230 339

***Administration on Aging (DHHS), Washington, D.C.***
A Competency Oriented Small Group Intervention: Older Worker Job Club.
ED 229 694

***Agency for International Development (Dept. of State), Washington, D.C.***
Environmental Education Manual. Teacher's Guide to Environmental Education.
ED 230 436

***Agency for International Development (Dept. of State), Washington, D.C. Office of Population.***
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82.
ED 230 473
The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E.
ED 230 472

***Air Force Office of Scientific Research, Arlington, Va.***
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.
ED 230 615
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 627

***Air Force Training Command, Sheppard AFB, Tex.***
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education.
ED 229 583

***Air Training Command, Randolph AFB, Tex.***
Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education.
ED 229 584

***Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Curriculum Policies.***
Study of School Programs for Alberta Natives. Executive Summary.
ED 230 334
Study of School Programs for Alberta Natives. Inventory.
ED 230 335
Study of School Programs for Alberta Natives. Technical Report.
ED 230 336

***Alberta Dept. of Education, Edmonton. Planning and Research Branch.***
A Comparative Analysis of Selected Designated Community Schools and Non-Designated Schools in Alberta. Executive Summary.
ED 229 856

***Alberta Dept. of Tourism and Small Business, Edmonton. Northern Development Branch.***
The Education North Evaluation Project. Final Report.
ED 230 342

***Alberta Univ., Edmonton. Dept. of Educational Administration.***
The Education North Evaluation Project. Final Report.
ED 230 342

***Alberta Univ., Edmonton. Faculty of Education.***
Special Educational Administrative Policies in Alberta and Newfoundland During 1982: Implications for Policy Development and Service Delivery.
ED 229 988

***Albuquerque Office of Comprehensive Employment and Training, NM.***
OCETA Job Preparation Research Project. Final Report.
ED 229 526

***Albuquerque Special Preschool, NM.***
Albuquerque Integration Outreach Project. Final Performance Report, July 1, 1981-June 30, 1982.
ED 229 886
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.
ED 229 887

***Alexander Grant & Company, Minneapolis, MN.***
Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report.
ED 229 530

***American Art Therapy Association, Towson, MD.***
Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980).
ED 229 946

***American Association of Community and Junior Colleges, Washington, D.C.***
National Task Force to Redefine the Associate Degree: A Preliminary Presentation.
ED 230 229

***American Association of Physics Teachers, Washington, D.C.***
Physics Demonstration Experiments at William Jewell College. Revised Edition.
ED 230 434

***American Association of School Administrators, Arlington, Va.***
Guidelines for the Preparation of School Administrators. Superintendent Career Development Series No. 1 (Second Edition).
ED 229 825

***American Association of State Colleges and Universities, Washington, D.C.***
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment.
ED 230 111

***American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.***
Beacons for Change: An Innovative Outcome Model for Community Colleges.
ED 230 231
Increasing Student Competence & Persistence: The Best Case for General Education. A Report of the College Outcome Measures Project (COMP).
ED 230 094

***American Council on the Teaching of Foreign Languages, New York, N.Y.***
ACTFL Provisional Proficiency Guidelines.
ED 230 072

***American Inst. of Architects, Washington, D.C.***
1982-1983 Update. The Sourcebook. Learning by Design.
ED 230 417

***American Inst. of Indian Studies, New Delhi.***
Marathi Conversational Situations.
ED 230 046
Marathi Illustrated Vocabulary.
ED 230 045
Marathi Readings.
ED 230 047
Marathi Structural Patterns. Book One.
ED 230 048
Marathi Vocabulary Manual.
ED 230 044

***American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.***
Development of the National Assessment of Educational Progress.
ED 230 618

***American Sociological Association, Washington, D.C.***
A History of the American Sociological Association, 1905-1980.
ED 230 462

***American Univ., Washington, D.C.***
Overview of the American Indian Archeology in the Middle School Project.
ED 230 470

***American Vocational Association, Arlington, VA. Agricultural Education Div.***
Proceedings of the Annual National Agricultural Education Research Meeting (9th, St, Louis, Missouri, December 3, 1982).
ED 229 519

***Anacapa Sciences, Inc., Santa Barbara, Calif.***
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230 196

***Arizona State Dept. of Education, Phoenix.***
Arizona Business Occupations Common-Core Competency Modules.
ED 229 518

***Arizona State Univ., Tempe.***
Bilingual Education in Early Childhood: A 5-Year Follow-Up.
ED 230 073

***Arkansas State Dept. of Higher Education, Little Rock.***
Degrees Granted and Program Production by Arkansas Institutions of Higher Education, 1981-82. Report 82-3.
ED 230 129
On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1982. Report 82-2.
ED 230 128

***Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.***
Disability in Rural America: A Four-County Needs Assessment. Final Report.
ED 229 626
Independent Living Rehabilitation: Program Development, Management, and Evaluation.
ED 229 632

***Army Engineer School, Fort Belvoir, Va.***
Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.
ED 229 565
Heating and Ventilating II, 11-3. Military Curriculum Materials for Vocational and Technical Education.
ED 229 566
Heating and Ventilating III, 11-4. Military Curriculum Materials for Vocational and Technical Education.
ED 229 567
Heating and Ventilating IV, 11-5. Military Curriculum Materials for Vocational and Technical Education.
ED 229 568

***Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.***
Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.
ED 230 615
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 627

***Associated General Contractors of America, Washington, D.C.***
Heavy Equipment Operator Instructional Materials. Basic Core. Volume I.
ED 229 543
Heavy Equipment Operator: General Equipment Operator. Instructional Materials.
ED 229 544

***Association for the Development of Computer-based Instructional Systems.***
Computer Literacy. Intelligent CAI. Proceedings of the 1982 Annual Conference of the Association for the Development of Computer-Based Instructional Systems.
ED 230 181

***Association for Cross-Cultural Education and Social Studies, Inc., Washington, D.C.***
Bilingual Special Education Personnel Preparation National Task-Oriented Seminar (Washington, D.C., March 19-21, 1981). A Workshop Report.
ED 229 893

***Association of American Colleges, Washington, D.C.***
Cooperative Activities between High Schools and Colleges.
ED 230 122
New Links Between General Education and Business Careers. Liberal Learning and Careers Series.
ED 230 117

***Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.***
On Campus with Women, Number 34, Spring 1982.
ED 230 075
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 076

***Association of California Community Coll. Administrators.***
Assessment Placement: A Design for Student Success and Institutional Planning for the 1980's. Management Report, 1983-3/4.
ED 230 234
Update Management Compensation. ACCCA Management Report, 1982-3/3.
ED 230 212

***Association of Catholic Colleges and Universities, Washington, D.C.***
Facing the Future.
ED 230 127

***Association of Coll. and Research Libraries, Chicago, Ill.***
Library Statistics of Colleges and Universities. Summary Data 1979.
ED 230 202

***Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.***
Emergency School Aid Act (ESAA) Magnet Program Evaluation (FY '81 and FY '82). Report No. 17-7.
ED 230 658

***Austin Independent School District, Tex.***
A Peek at a Bilingual Pre-Kindergarten. Publication No. 82.52.
ED 230 276

***Australian Dept. of Education, Canberra.***
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73.
ED 230 324

***Australian Dept. of Immigration and Ethnic Affairs, Canberra.***
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 025

***Australian Education Research and Development Committee, Canberra.***
Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools.
ED 229 843
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73.
ED 230 324

***Bakersfield Coll., Calif.***
Bakersfield College Student Needs Assessment Survey: Spring Semester, 1983.
ED 230 239

***Bank Street Coll. of Education, New York, N.Y.***
Shaping the Employer Role in Child Care. Preconference Workshop Papers Prepared for 1982 Annual Convention, National Association fo the Education of Young Children (Washington, D.C., November 11, 1982).
ED 230 268

***Bolt, Beranek and Newman, Inc., Cambridge, Mass.***
A Componential Approach to Training Reading Skills. Final Report.
ED 229 727
Author's Intentions and Readers' Interpretations. Technical Report No. 276.
ED 229 740
Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
ED 229 725
Linguistic Perspectives on Minority Education. Technical Report No. 275.
ED 229 730
Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
ED 229 720
Three Perspectives on Writing. Reading Education Report No. 41.
ED 229 76

***Booz Allen and Hamilton, Inc., Washington, D.C.***
Attracting Minority Audiences to Public Television.
ED 230 65

***Brisban Coll. of Advanced Education (Australia).***
Report on the Formal Trialling of the Australian Second Language Proficiency Ratings (ASLPR).
ED 230 02

***British Council, London (England).***
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Language Teaching. Cambridge Language Teaching Surveys.
ED 230 04

***British Council, London (England). English Language and Literature Div.***
English Language Teaching Profile: Iraq.
ED 230 06
English Language Teaching Profile: Kenya.
ED 230 06
English Teaching Profile (Provisional): Germany.
ED 230 06
English Teaching Profile: Greece.
ED 230 06
English Teaching Profile: Italy.
ED 230 06
English Teaching Profile: Korea.
ED 230 06
English Teaching Profile: Malawi.
ED 230 06

***Bureau of the Census (DOC), Suitland, Md.***
School Enrollment--Social and Economic Characteristics of Students: October 1981 (Advance Report). Population Characteristics.
ED 229 85

***Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.***
The Adaptive Physical Education Program: Its Design and Curriculum.
ED 229 89

***Bureau of Labor Statistics (DOL), Washington, D.C.***
The Female-Male Earnings Gap: A Review of Employment and Earnings Issues. Report 673.
ED 229 61

***Butler County Community Coll., El Dorado, KS.***
Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
ED 229 63

***California Association for Health, Physical Education, Recreation an Dance, El Cajon.***
Involvement & Participation. National Conference on Physical Activity for the Exceptional Individual (11th, San Diego, California, November 19-20, 1982).
ED 230 48

***California School Boards Association, Sacramento.***
Computer Literacy. CSBA Task Force Report.
ED 229 86

***California State and Consumer Services Agency, Sacramento. Office o Statewide Compliance Coordination.***
Federal Rulemaking Chronicle on Title V of the Federal Rehabilitation Act of 1973.
ED 229 55
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 55

***California State Dept. of Education, Sacramento.***
Improving Writing in California Schools: Problems & Solutions.
ED 229 76
Survey of Basic Skills: Grade 3 and Grade 6 - 1982. School Report for John M. Gomes Elementary. California Assessment Program.
ED 230 61

***California State Dept. of Education, Sacramento. American Indian Education Unit.***
American Indian Education Handbook.
ED 230 32

***California State Dept. of Education, Sacramento. Curriculum Framewor and Instructional Materials Unit.***
Standards for Evaluation of Instructional Materials with Respect to Social Content.
ED 230 47

***California State Dept. of Education, Sacramento. Div. of Adult and Community Education.***
Exemplary Programs for Adults. A Resource of Exemplary Adult Education Programs Selected by the DNAE Advisory Panel.
ED 230 02

***California State Dept. of Education, Sacramento. Div. of Special Education.***
The Effects of Project Interdependence.
ED 229 96
The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments.
ED 229 96

***California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.***
Guidelines for Proficiency Tests.
ED 230 58

***California State Postsecondary Education Commission, Sacramento.***
Background Papers on Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Supplement to the Report from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-41.
ED 230 08
Faculty and Administrative Salaries in California Public Higher Education, 1982-1983. Final Annual Report. Commission Report 82-17.
ED 230 09
Promises to Keep: Remedial Education in California's Public College and Universities.
ED 230 08
Quality of the 1980 Federal Census for Postsecondary Planning.
ED 230 08
Remedial Education in California's Public Colleges and Universitie Campus Perspectives on a Serious Problem.
ED 230 22
Student Charges, Student Financial Aid, and Access to Postsecondary Education: A Continuing Dialogue. A Report to the Governor and the Legislature from Phase II of the Commission's Response to Assembly Concurrent Resolution 81. Commission Report No. 82-40.
ED 230 05
The Core Student Affirmative Action Program at the California State University. A Second Review.
ED 230 09
The Price of Admission, 1983. An Assessment of the Impact of Studen Charges on Enrollments, Student Financial Aid Needs, and Revenues California Public Higher Education. Commission Report 82-39.
ED 230 09
Update of Community College Transfer Student Statistics, Fall 1982. Commission Report 83-11
ED 230 25
Women and Minorities in California Public Postsecondary Education: Their Employment, Classification, and Compensation, 1977-1981.
ED 230 08

***California State Univ., Los Angeles. National Dissemination and Assessment Center.***
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No.
ED 230 3

***California Univ., Berkeley. Graduate School of Education.***
Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 5

***California Univ., Davis.***
Studying Self-Awareness Using Experiential Time Sampling Methodology.
ED 229 7

***California Univ., San Francisco.***
Teacher Workbook on Family Life Education.
ED 229 6

***California Univ., Santa Barbara.***
A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study.
ED 230 1
Diagnosis and Remediation of Computer Programming Skill for Creati Problem Solving. Volume 1: Description of Research Methods and Results. Final Report.
ED 230 1
Diagnosis and Remediation of Computer Programming Skill for Creati Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report.
ED 230 2
Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II.
ED 230 5
Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV.
ED 230 5

***Canadian Commission of Employment and Immigration, Ottawa (Ontario)***
NATCON 3.
ED 229 5
NATCON 4.
ED 229 5

***Canadian International Development Agency, Ottawa (Ontario).***
Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982).
ED 229 8

***Canadian Social Science and Humanities Research Council, Ottawa (Ontario).***
Mothers and Gifted Preschoolers Teaching and Learning Strategies.
ED 230 3

***Caribbean Conservation Association, The Garrison, Barbados.***
Environmental Education Manual. Teacher's Guide to Environmental Education.
ED 230 4

***Carnegie Corp. of New York, N.Y.***
Corporations and Public Education in the Cities.
ED 230 6
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230 0
On Campus with Women, Number 34, Spring 1982.
ED 230 0
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 0
Ph.D. and Ed.D. Program Adaptations for College Teachers.
ED 230 1

***Case Western Reserve Univ., Cleveland, OH. Dept. of History.***
Trade and Industry in History. National History Day, 1982.
ED 230 4

***Center for the Study of Community Colleges, Los Angeles, Calif.***
Revitalizing the Humanities in the Community College: Final Report October 1, 1979--September 30, 1982.
ED 230 2

***Center for Public Advocacy Research, New York, NY.***
Shaping the Employer Role in Child Care. Preconference Workshop Papers Prepared for 1982 Annual Convention, National Association f the Education of Young Children (Washington, D.C., November 11, 1982).
ED 230 2

***Center for Resource Management, Yorktown Heights, N.Y.***
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 4

***Centre for Information on Language Teaching and Research, London (England).***
Surveys 2. Eight State-of-the-Art Articles on Key Areas in Languag Teaching. Cambridge Language Teaching Surveys.
ED 230 0

***Chicago City Colleges, Ill. Kennedy-King Coll.***
Science for the Eighties: Final Project Report.
ED 230 2

***Child and Youth Board of Washington County, Machias, ME.***
A Handbook for Helping Parents "Group."
ED 229 9
A Handicapped Child in the Family: Readings for Parents.
ED 229 9
Communicating with Parents: Special Needs Children in Family Day Care.
ED 229 9
Creating Awareness: Special Needs Children in Family Day Care.
ED 229 9
Screening and Identification: Special Needs Children in Family Day Care.
ED 229 9
Stimulating Language: Special Needs Children in Family Day Care.
ED 229 9

***Child Welfare League of America, Inc., New York, N.Y.***
Decision Making at Child Welfare Intake: A Handbook for Practitioners.
ED 230 3

***Children's Bureau (DHEW), Washington, D.C.***
Decision Making at Child Welfare Intake: A Handbook for Practitioners.
ED 230 3

***Citizens' Council for Ohio Schools, Cleveland.***
Career and Vocational Education in Ohio for the 1980's and Beyond.
ED 229 5

***City Univ. of New York, N.Y.***
The City University of New York Report on Child Care. Fall 1982.
ED 230 3

***City Univ. of New York, N.Y. Bernard Baruch Coll. National Center the Study of Collective Bargaining in Higher Education and the Professions.***
Directory of Faculty Contracts and Bargaining Agents in Institutic of Higher Education. Volume 9.
ED 230 1
Salary and Compensation Methodology in Academic Collective Bargaining.
ED 230 1
Unionization Among College Faculty, 1982.
ED 230 1

***City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.***
Recent Graduates: A Study of Graduation Rates and Distinguishing Characteristics of CUNY Community College Career Program Completer
ED 230 2

***Coast Community Coll. District, Costa Mesa, Calif.***
A Telecourse Sourcebook for the 80s.
ED 230 2

***College Entrance Examination Board, New York, N.Y.***
Hispanics' Education and Background: Predictors of College Achievement.
ED 230 6

***College Entrance Examination Board, Washington, D.C.***
Financial Aid for Self-Supporting Students: Defining Independence.
ED 230 0

***Colorado State Univ., Ft. Collins. Western Behavioral Studies.***
Drug Use Among Native American Youth: Summary of Findings (1975-1981).
ED 230 3

***Colorado Univ., Boulder. Inst. of Cognitive Science.***
Four Principles for Designing Instructions.
ED 229 6

***Commission on Civil Rights, Washington, D.C.***
Greater Baltimore Commitment: A Study of Urban Minority Economic Development.
ED 230 6
The ABCs of Special Education: A Handbook for Parents = El ABS Sob Educacion Especial: Un Folleto para los Padres.
ED 229 9

***Comptroller General of the U.S., Washington, D.C.***
Actions Underway to Reduce Delinquencies in the Health Professions and Nursing Student Loan Programs.
ED 230 0
Analysis of Migration Characteristics of Children Served Under the Migrant Education Program. Report to the Congress.
ED 230 3

***Congress of the U.S., Washington, D.C. House Committee on Educatior and Labor.***
Science and Mathematics Education Improvement Act. Report to Accompany H.R. 7130. Including Cost Estimate of the Congressional Budget Office.
ED 230 4

***Congress of the U.S., Washington, D.C. House Committee on Science Technology.***
Engineering and Science Manpower Act of 1982. H.R. 5254. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U.S. House of Representatives Ninety-Seventh Congress, Second Session (April 27, 29, 1982).
ED 230 4
The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee or Science and Technology, U.S. House of Representatives, Ninety-Eigh Congress, First Session. Serial E.
ED 230 4

***Congress of the U.S., Washington, D.C. Senate Committee on Commerce Science, and Transportation.***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-Seventh Congress, Second Session, on 1929 to Amend the Public Health Service Act and the Federal Cigarette Labeling and Advertising Act to Increase the Availabilit to the American Public of Information on the Health Consequences o Smoking and Thereby Improve Informed Choice, and for Other Purpose
ED 229 6

***Congress of the U.S., Washington, D.C. Senate Committee on Labor ar Human Resources.***
Comprehensive Smoking Prevention Education Act of 1981. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Seventh Congress, Second Session, on S. 1929 to Ame the Public Health Service Act and the Federal Cigarette Labeling a Advertising Act to Increase the Availability to the Americna Publi of Information on the Health Consequences of Smoking and Thereby Improve Informed Choice, and for Other Purposes.
ED 229 6

***Connecticut State Board of Education, Hartford.***
A Guide to School Library Media Programs.
ED 230 2

***Connecticut State Dept. of Education, Hartford. Bureau of Vocationa Services.***
Model Secondary School Counselor Education Program.
ED 229 6

***Connecticut State Migratory Children's Program, New Haven.***
What's Happening in June?
ED 230 3

***Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.***
Model Secondary School Counselor Education Program.
ED 229 6

***Coos County Education Service District, Coos Bay, OR.***
The American Indian Social Studies Curriculum Activity Guide, Grac 7-8.
ED 230 3
The American Indian Social Studies Curriculum Activity Guide, Grac 9-12.
ED 230 3

***Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.***
Attracting Minority Audiences to Public Television.
ED 230 6
In Search of Diversity. Symposium on Minority Audiences and Programming Research: Approaches and Applications (Lenox, Massachusetts, October 1980).
ED 230 6

***Corvallis School District 509J, Oreg.***
Writing in Vocational Education.
ED 229 5

***Council for the Advancement and Support of Education, Washington, D.C.***
Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities.
ED 230 1
Passport to Successful Alumni Travel Programs. Revised Edition.
ED 230 1

***Council for Cultural Cooperation, Strasbourg (France).***
Contributions to a Renewal of Language Learning and Teaching: Some Current Work in Europe.
ED 230 0

***Council of Ontario Universities, Toronto.***
A Review of Distance Education in Ontario Universities.
ED 230 0

***Council of Ontario Universities, Toronto. Committee on Operating Grants.***
Brief to the Ontario Council on University Affairs on Operating Grant Requirements for 1984-85.
ED 230 1

***Council on Interracial Books for Children, Inc., New York, N.Y.***
Puerto Ricans in Children's Literature and History Texts: A Ten-Ye Update.
ED 230 6

***Council on Library Resources, Inc., Washington, D.C.***
Subject Access: Report of a Meeting Sponsored by the Council on Library Resources (Dublin, Ohio, June 7-9, 1982).
ED 230 2

***Country Education Project, Victoria (Australia).***
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge).
ED 230 3

***Cresap, McCormick, and Paget, Inc., Chicago, Ill.***
A Management Study of Personnel Policies and the Department of Personnel Services.
ED 230 6

***Curriculum Development Centre, Canberra (Australia).***
Curriculum Action Project. A Report of Curriculum Decision-Making Australian Secondary Schools.
ED 229 5

***CEMREL, Inc., St. Louis, Mo.***
Computers and the Classroom. A Resource Guide.
ED 230 1

***Dallas County Community Coll. District, Tex.***
Cooperative Education Employer's Guide.
ED 230 209

***Data Resources, Inc., Washington, DC.***
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume I: Forecast Summary.
ED 229 535
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 1987. Volume II: Forecast Details.
ED 229 536

***Deaf Community Center, Framingham, MA.***
Computer-Aided Telecommunications for the Deaf (A Prototype for the Hearing). Final Report.
ED 230 197

***Delaware Univ., Newark.***
Students' Conceptions of Decimal Numbers.
ED 230 415

***Department of the Secretary of State, Ottawa (Ontario).***
People of Nova Scotia. Introduction to 30 World Cultures in Nova Scotia with Personal Stories, Poems and Viewpoints. Second Edition.
ED 230 480

***Department of Agriculture, Washington, D.C.***
Ground to Grits. Scientific Concepts in Nutrition/Agriculture.
ED 229 624

***Department of Education, Washington, D.C. Div. of International Education.***
Marathi Conversational Situations.
ED 230 046
Marathi Illustrated Vocabulary.
ED 230 045
Marathi Readings.
ED 230 047
Marathi Structural Patterns. Book One.
ED 230 048
Marathi Vocabulary Manual.
ED 230 044

***Department of Education, Washington, DC.***
An Exploratory Study of Learning Disabilities in College Students.
ED 229 995
Community Education and Health Services.
ED 229 620
Community Education and Housing Needs.
ED 229 619
Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness.
ED 229 621
Competencies for Teachers Who Instruct Children with Learning Disabilities. Project I.C.U.
ED 229 955
Competency-Based Teacher Education. State Series Paper Number 1.
ED 229 838
Cumulative Effects of Federal Education Policies on Schools and Districts.
ED 229 854
Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 650
Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 649
Organizing a Community School: A Primer for Citizens.
ED 230 447
Planning for Dissemination. Monograph Number 1.
ED 229 839
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982.
ED 230 329
Teacher Workbook on Family Life Education.
ED 229 685
The Napa Infant Program. Final Program Performance Report, July 1, 1981-June 30, 1982.
ED 229 888
The Prospects for Financing Elementary/Secondary Education in the States. Congressionally Mandated Study of School Finance. A Final Report to Congress from the Secretary of Education. Volume 1.
ED 229 884

***Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications.***
Computer-Aided Telecommunications for the Deaf (A Prototype for the Hearing). Final Report.
ED 230 197

***Department of Justice, Washington, D.C.***
Remarks of William Bradford Reynolds, Assistant Attorney General, Civil Rights Division, before the Southern Education Foundation.
ED 230 139

***Department of Regional Economic Expansion, Ottawa (Ontario).***
The Education North Evaluation Project. Final Report.
ED 230 342

***Dependents Schools (DOD), Washington, D.C.***
Social Studies Objectives, K-12.
ED 230 479

***Detroit Public Schools, Mich. Dept. of Research and Evaluation.***
Report on the Results of a Survey of Northwestern High School Staff. High School Improvement Project, June 1982.
ED 230 663
Report on the Results of a Survey of Northwestern High School Students. High School Improvement Project, June 1982.
ED 230 654

***Detroit Public Schools, MI. Dept. of Adult Education.***
Employability Skills System Program. A Final Report.
ED 229 551
Operation Bridge. A Final Report. Book 1.
ED 229 552

***District of Columbia Public Schools, Washington, D.C.***
Computer Literacy: Five Year Plan, SY 1983-1987. Volume I.
ED 230 165
Technical Specifications for Hardware and Software, and Maintenance in Support of Computer Literacy Program. Volume II.
ED 230 166

***Duke Power Company, Educational Services Dept., Charlotte, NC.***
Trade-offs in Our Energy Future.
ED 230 364

***Dundee Coll. of Technology (Scotland).***
Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project No. P/24/1.
ED 230 172

***East Central Kansas Cooperative in Education, Baldwin City, KS.***
Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report.
ED 230 326

***East Texas State Univ., Texarakana.***
High School Students Participate in a CAI Study Skills Program.
ED 230 185

***East-West Center, Honolulu, HI.***
Ethnicity, Birthplace, and Achievement: The Changing Hawaii Mosaic. Paper 82.
ED 230 473
The Changing Value of Children in Turkey. Current Studies on the Value of Children. Number 60-E.
ED 230 472

***Eastern Michigan Univ., Ypsilanti. National Center on Teaching and Learning.***
Staff Development for School Improvement: An Illustration.
ED 230 534

***Education Commission of the States, Denver, Colo. Education Finance Center.***
An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7.
ED 229 858
Fiscal Response of School Districts to District Fiscal Capacity and State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 859
Public School Finance: Prognosis for the 1980s. Working Papers in Education Finance, Paper No. 36.
ED 229 863
School Finance Reform: An Example of Redistributive Education Policy at the State Level. Working Papers in Education Finance, Paper No. 39.
ED 229 865
School Finance Reforms and Big-City Fiscal Problems. Working Papers in Education Finance, Paper No. 16.
ED 229 861
School Finance: Past, Present and Future Issues in the States. Working Papers in Education Finance, Paper No. 38.
ED 229 864
Tax Base Composition and Family Income in Measuring School District Fiscal Capacity. Working Papers in Education Finance, Paper No. 12.
ED 229 860
Voter Attitudes toward Government and Spending. Working Papers in Education Finance, Paper No. 20.
ED 229 862

***Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.***
Design of the National Assessment of Educational Progress. Final Report.
ED 230 623
National Assessment of Educational Progress.
ED 230 596
Trends in Achievement as a Function of Age of Admission. No. AY-AA-51.
ED 230 603

***Educational Improvement Center-Central, Princeton, NJ.***
Meeting the Career Development/Counseling Guideline Needs of Limited English Proficient Students.
ED 229 560
Meeting the Career Development/Counseling Needs of Disadvantaged Students.
ED 229 561
Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book.
ED 229 562

***Educational Improvement Center-South, Sewell, N.J.***
Project to Explore the Possibility of a Connection between a Family History of Diabetes Mellitus and School Learning and/or Behavior Problems in Students in Grades One to Eight.
ED 229 901

***Educational Information Planning Associates, Inc., Skokie, IL.***
Interagency Cooperation: Miracle or Mirage? A Study of Interagency Cooperation in the Delivery of Special Education and Related Services.
ED 229 997

***Educational Research Inst. of British Columbia, Vancouver.***
Utilizing Preservice Teachers as Mentors to Provide Enrichment Experiences for Gifted/Talented ESL Pupils.
ED 229 953

***Educational Research Service, Arlington, Va.***
Salaries Paid Professional Personnel in Public Schools, 1982-83. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 849
Scheduled Salaries for Professional Personnel in Public Schools, 1982-83. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 848
Wages and Salaries Paid Support Personnel in Public Schools, 1982-83. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.
ED 229 850

***Educational Resources Information Center (ED/NIE), Washington, DC.***
Resources in Education (RIE). Volume 18, Number 10.
ED 229 502

***Educational Support Systems, Inc., Staten Island, NY.***
A Research-Based Staff Development Model: The Premise and the Program.
ED 230 523

***Educational Testing Service, Princeton, N.J.***
An Inquiry into Possible New Items of Background Information about TOEFL Candidates.
ED 230 572
Assessing Unexpected Differential Item Performance of Female Candidates on SAT and TSWE Forms Administered in December 1977: An Application of the Standardization Approach.
ED 230 566
Effects on Score Distributions of Deleting an Unkeyable Item from a Test.
ED 230 569
Measuring Adult Women's Job Relevant Life Experience Learning.
ED 229 718
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230 563
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230 559

***Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.***
National Apprenticeship and Training Standards for Carpentry. Revised.
ED 229 613

***Envirotech Operating Services, San Mateo, CA.***
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 395
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 396
Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 397
Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 401
Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 406
Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 407
Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 399
Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 404
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 400
Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 405
Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 402
Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 403
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 398

***Extension Service (DOA), Washington, D.C.***
The 4-H Program Contribution to Family Strength. Evaluation Study.
ED 230 339

***ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.***
Advancing the Liberal Arts. New Directions for Community Colleges, Number 42.
ED 230 263

***ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.***
An International Review of Applications in School Mathematics--the elusive El Dorado.
ED 230 443

***ERIC Clearinghouse on Educational Management, Eugene, Oreg.***
The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time with Implications for Administrative Action.
ED 229 827

***ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.***
Talks with Parents on Living with Preschoolers.
ED 230 314

***ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.***
Education of the Mexican American in the United States: Progress and Stalemate.
ED 230 352
Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 351

***EXXON Education Foundation, New York, N.Y.***
Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin.
ED 230 074

***Far West Lab. for Educational Research and Development, San Francisco, Calif.***
An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice.
ED 230 498
An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 499
Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives for Successful Schooling Practice.
ED 230 500
Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981).
ED 230 497
Junior High School Transition Study, Volume VII. Executive Summary.
ED 230 505
Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice.
ED 230 496
Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice.
ED 230 501
School Improvement in the Far West: The Effects of Federal and State Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report.
ED 229 832
Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 504
Students' Experience during and Response to Transition to Junior High School. Junior High School Transition Study, Volume IV.
ED 230 503
Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successful Schooling Practice.
ED 230 502

***Florida Junior Coll., Jacksonville.***
An Analysis of Current Problems and Procedures Relating to Articulation between Public Secondary Schools in Duval and Nassau Counties and Florida Junior College. Final Report.
ED 230 246

***Florida State Dept. of Education, Tallahassee.***
Student Financial Aid in Florida. Consultants' Report.
ED 230 124

***Florida State Dept. of Education, Tallahassee. Student Assessment Section.***
The Practice SSAT-II. and Test Administration Manual for the Practice SSAT-II.
ED 230 561

***Florida Univ., Gainesville. Florida Sea Grant College Program.***
Man Meets Coast. A Game of Coastal Issues.
ED 230 427

***Ford Foundation, New York, N.Y.***
Financial Aid for Self-Supporting Students: Defining Independence.
ED 230 081
On Campus with Women, Number 34, Spring 1982.
ED 230 075
On Campus with Women, Volume 12, No. 1, Summer 1982.
ED 230 076
Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 189

***Forest Service (DOA), Washington, D.C.***
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
ED 230 412

***Fort Steilacoom Community Coll., Tacoma, Wash.***
Development of a Program Specific Locator Test. Final Report.
ED 229 595

***Foundation for Educational Administration, Burlingame, Calif.***
Exemplary Programs for Adults. A Resource of Exemplary Adult Education Programs Selected by the DNAE Advisory Panel.
ED 230 026

***Fox Valley Technical Inst., Appleton, Wis.***
The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 582

***Fraser Valley Coll., Chilliwack (British Columbia).***
Report to the Humanities Department on Possible Contributions of the Academic Programs to Other Fraser Valley College Programs.
ED 230 211

***Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.***
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230 077

***Further Education Curriculum Review and Development Unit, London (England).***
Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties. A Special Needs Document.
ED 229 537
Skills for Living. A Curriculum Framework for Young People in Further Education with Moderate Learning Difficulties. A Special Needs Document.
ED 229 625

***Further Education Unit, London (England).***
Curriculum Opportunity. A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. a Project Report.
ED 229 606

***Gallaudet Coll., Washington, D.C.***
Issues in the Education of Multihandicapped Hearing-Impaired Children.
ED 229 940

***Gallaudet Research Inst., Washington, DC.***
Investigations of Cognitive Strategies and Cognitive Flexibility in Hearing Impaired Children. Final Report.
ED 229 889

***George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.***
Family, Infant, and Toddler (FIT) Guide. A Model for Rural Family-Implemented Educational Programs.
ED 229 944
Parent Group Guide: Topics for Families of Young Children with Handicaps.
ED 229 945

***Georgia State Dept. of Education, Atlanta. Office of Planning and Development.***
Stress and Time Management for Educators. Georgia Comprehensive Guidance Series.
ED 229 663

***Georgia State Univ., Atlanta. Center for Cross-cultural Education.***
Different People: Studies in Ethnicity and Education.
ED 230 475

***Goteborg Univ., Molndal (Sweden). Dept. of Education.***
Learning Styles and Learning Strategies. I. Conversation Theory--The Work of Gordon Pask. 1983:01.
ED 230 562

***Governor's Committee on Postsecondary Education, Atlanta, Ga.***
Maintaining Progress in Georgia Postsecondary Education: Recommendations for Today, Concerns for Tomorrow.
ED 230 12

***Governor's Task Force on Violence and Extremism, Annapolis, MD.***
Report to the Governor's Task Force on Violence and Extremism with Executive Summary .
ED 230 631

***Graduate Management Admission Council, Princeton, NJ.***
A Demographic Profile of Candidates Taking the Graduate Management Admission Test During 1980-81.
ED 230 560

***Graduate Record Examinations Board, Princeton, N.J.***
Research Leading to the Revision of the Format of the Graduate Record Examinations Aptitude Test in October 1981.
ED 230 563
The Feasibility of Using Item Response Theory as a Psychometric Model for the GRE Aptitude Test.
ED 230 559

***Grant (W.T.) Foundation, New York, N.Y.***
Maternal Depression: A Source of Stress for Children.
ED 230 31

***Greater Washington Research Center, Washington, DC.***
When Parents Are at Work: A Three-Company Survey of How Employed Parents Arrange Child Care.
ED 230 26

***Hamden-New Haven Cooperative Education Center, Conn.***
What's Happening in June?
ED 230 35

***Harford Community Coll., Bel Air, MD. Office of Institutional Research.***
Five-Year Credit Enrollment Projections by Age Cohort Groups. Harford Community College, Fall Semesters, 1983-1987.
ED 230 26

***Harrisville Public Schools, RI.***
Food for Thought: A Cooking Approach to Reading.
ED 230 30

***Haskins Labs., New Haven, Conn.***
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1983
ED 229 81

***Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.***
Academic Crossover Study: University of Hawaii, Community Colleges, Fall 1982.
ED 230 25
Course Registration Report: University of Hawaii, Community Colleges, Spring 1983.
ED 230 24

***Health Resources Administration (DHHS/PHS), Hyattsville, Md.***
Allied Health Education Development. A Comprehensive Model for Colleges and Universities with Special Emphasis on Minority Recruitment.
ED 230 11

***Health Resources Administration (DHHS/PHS), Hyattsville, Md. Div. of Nursing.***
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project.
ED 230 11

***Hillside School, Cushing, Okla.***
I Used to Could Spell Wedn- Wenes- Wensday: A Resource of Teacher and Student Made Materials, Secondary Level. Second Edition.
ED 229 89
Mainstreaming: Sharing Ideas, Strategies, Materials, Techniques.
ED 229 89
Multi-Media Materials Catalogue. Secondary Level, Grades 7-12. Fift Edition.
ED 229 89
Multi-Media Materials Catalogue. Supplement I to the Fifth Edition. Secondary Level, Grades 1-12.
ED 229 89

***Hot Springs School District 9, Thermopolis, Wyo.***
Project Senior. Innovations in Educational Programming for the Elderly. A Pilot Project: Thermopolis, Wyoming. Final Report .
ED 229 56

***Houston Univ., Tex.***
Preparing for the Undergraduate Core Curriculum.
ED 230 13
Task Force on Undergraduate Education, June 1, 1981. Final Report.
ED 230 13

***Howard Univ., Washington, D.C. Mental Health Research and Developmen Center.***
Faculty Research Development Workshop. Final Report (October 1978 - March 1982).
ED 230 12

***Hudson County Community Coll., Jersey City, NJ.***
Comprehensive Science Evaluation Project: Hudson County Community College. Final Report.
ED 230 21

***I. D. Systems Ltd., Calgary (Alberta).***
Study of School Programs for Alberta Natives. Executive Summary.
ED 230 33
Study of School Programs for Alberta Natives. Inventory.
ED 230 33
Study of School Programs for Alberta Natives. Technical Report.
ED 230 33

***Idaho State Dept. of Education, Boise. Bureau of Educational Services.***
Teaching Speech-Communication: Guidelines for Teachers of the Required Speech Communication Course in Idaho Schools.
ED 229 81

***Illinois Community Coll. Board, Springfield.***
Fall 1979 Transfer Study. Report 3: Second Year Persistence and Achievement.
ED 230 22
Report on Remedial Education.
ED 230 22

***Illinois School Problems Commission, Springfield.***
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois.
ED 229 58
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State.
ED 229 58

***Illinois State Advisory Committee to the U.S. Commission on Civil Rights, Springfield.***
The ABCs of Special Education: A Handbook for Parents = El ABS Sobr Educacion Especial: Un Folleto para los Padres.
ED 229 92

***Illinois State Dept. of Commerce and Community Affairs, Springfield.***
Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report.
ED 230 26

***Illinois State Univ., Normal. Center for the Study of Educational Finance.***
A Pilot Study to Explore the Equity Issues and Problems in Vocational Education in Illinois.
ED 229 58
The Effect of Consolidation of Elementary and Secondary Districts into Unit Districts in Illinois upon Equity Goals in That State.
ED 229 58

***Illinois Univ., Urbana. Center for the Study of Reading.***
Author's Intentions and Readers' Interpretations. Technical Report No. 276.
ED 229 74
Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
ED 229 72
Linguistic Perspectives on Minority Education. Technical Report No. 275.
ED 229 73
Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
ED 229 72
Three Perspectives on Writing. Reading Education Report No. 41.
ED 229 76

***Illinois Univ., Urbana. Computer-Based Education Research Lab.***
CERL PLATO Lesson Catalog. Curricular and Utility Programs. Supplement Number 2.
ED 230 17

***Illinois Univ., Urbana. Dept. of Business Administration.***
Consumer Response to Arts Offerings: A Study of Theater and Symphon in Four Southern Cities.
ED 230 45

***Indian Environmental Society, New Delhi.***
Education for Environmental Planning and Conservation.
ED 230 39

***Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.***
Leader's Guide to Developing Career Education Programs. Revised.
ED 229 65

***Indiana State Univ., Terre Haute. Curriculum Research and Developmen Center.***
Improving Test-Taking Skills.
ED 230 57

***Indiana Univ., Bloomington.***
Studying Self-Awareness Using Experiential Time Sampling Methodology.
ED 229 71

***Indiana Univ., Bloomington. Developmental Training Center.***
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26 1980).
ED 2[illegible] 89
The Adaptive Physical Education Program: Its Design and Curriculum.
ED 229 89

***Indiana Univ., Bloomington. Social Studies Development Center.***
The Immigrant Experience: A Polish-American Model. Teacher's Guide.
ED 230 45

***Institute for Defense Analysis, Arlington, Va.***
Current Knowledge and Projection on Assessing the Effectiveness of Training.
ED 230 17

***Institute of Family Studies, Melbourne (Australia).***
Divorce in Australia. Working Paper No. 5.
ED 229 69
One-Parent Families and Educational Disadvantage. Working Paper No. 4.
ED 229 69

***International Association of Business Communicators, San Francisco, Calif.***
Profile/83. IABC Special Report.
ED 229 82

***International Council of Scientific Unions, Paris (France).***
Inventory of Data Sources in Science and Technology. A Preliminary Survey.
ED 230 42

***International Development Research Centre, Ottawa (Ontario).***
Attitudes of Primary School Children in Ghana: Family and School Determinants of Children's Attitudes. International Development Research Centre Manuscript Reports.
ED 230 27
Financing Educational Development. Proceedings of an International Seminar (Mont Sainte Marie, Canada, May 19-21, 1982).
ED 229 87

***Iowa State Dept. of Public Instruction, Des Moines.***
A Tool for Assessing and Revising the Science Curriculum. Revised Edition 1982.
ED 230 42
1981-82 Iowa Study of Alcohol and Drug Attitudes and Behaviors amon Youth. Report 1: Normative and Trend Data.
ED 229 67

***Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.***
A Reference Guide for Secondary Career and Vocational Programming for Handicapped Students.
ED 229 95
Project A.M.E.S. (Actualization of Mainstream Experience Skills). Volume III, 1981-82.
ED 229 95

***Iowa Univ., Iowa City. School of Social Work.***
Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7th Dubuque, IA, July 24-27, 1982).
ED 230 32

***John Minter Associates, Inc., Boulder, CO.***

Hang-Gliding or Looking for an Updraft. A Study of College and University Finance in the 1980s--The Capital Margin.
ED 230 074

***Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.***

Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships.
ED 230 644

***Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.***

A Factorial Study of Reasoning Tests. Technical Report 1982-6.
ED 230 571

Aptitude Scores of Guidance Counselors. Technical Report 1982-1.
ED 230 565

The Ideaphoria Worksamples as Measures of Divergent Thinking. Technical Report 1982-7.
ED 230 592

***Jyvaskyla Univ. (Finland). Dept. of English.***

The Acquisition of English Sentential Complementation by Adult Speakers of Finnish. Jyvaskyla Cross-Language Studies, No. 8.
ED 230 068

***Kansas State Dept. of Education, Topeka. Adult Education Section.***

Project B.E.S.T. Better Educational Services through Testing. Final Project Report: 1981-82.
ED 229 631

***Kansas State Office of Postsecondary Education, Topeka.***

Training Manual for Experienced ABE/GED Instructors.
ED 229 550

***Kansas State Univ., Manhattan. Div. of Continuing Education.***

Training Manual for Experienced ABE/GED Instructors.
ED 229 550

***Keep America Beautiful, Inc., New York, N.Y.***

Clean Community System Multi-Material Recycling Manual.
ED 230 432

***Kellogg Foundation, Battle Creek, Mich.***

The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities.
ED 230 079

***Kentucky Univ., Lexington. Center for Professional Development.***

Adapted Physical Education: Resource Manual.
ED 229 951

***Kingsborough Community Coll., Brooklyn, N.Y.***

The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions.
ED 229 538

***Lake County Coll., Grayslake, Ill.***

Research in Accrediting Efforts (Project REA). An Assessment of Awarding Academic Credit for Employment Training Activities in Illinois. Summary Report.
ED 230 262

***Lancaster Univ. (England). School of Education.***

A Kind of Learning. Teaching in Higher Education Series: 5. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 102

Essays. Teaching in Higher Education Series: 8. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 105

Inside Assessment. Teaching in Higher Education Series: 7. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 104

Lecturecraft. Teaching in Higher Education Series: 1. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 098

Participatory Discussion. Teaching in Higher Education Series: 4. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 101

Patterns and Procedures. Teaching in Higher Education Series: 6. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 103

The Use of Objective Tests. Teaching in Higher Education Series: 9. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 106

Why Lecture? Teaching in Higher Education Series: 2. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 099

Working Together. Teaching in Higher Education Series: 3. Suggestions for the Consideration of Lecturers and Others Concerned with Teaching in Higher Education.
ED 230 100

***Lesley Coll., Cambridge, Mass. Graduate School of Education.***

Threshold Final Report: 1981-82 (Planning Year of a New Program for Young Adults with Special Needs).
ED 229 935

***Liberty School District, Spangle, Wash.***

Expanding the Small High School Curriculum Through Correspondence and Expanding Vocational Education Through Correspondence. A Combined Report on Dual Projects Begun June 1977 and Continuing to Date. Revised.
ED 230 359

***Library of Congress, Washington, D.C.***

Children's Books, 1982: A List of Books for Preschool through Junior High School Age.
ED 229 780

***Library of Congress, Washington, D.C. Congressional Research Service.***

The National Science Board: Science Policy and Management for the National Science Foundation 1968-1980. Report for the Subcommittee on Science Research and Technology Transmitted to the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, First Session. Serial E.
ED 230 433

***Linn-Benton Community Coll., Albany, Oreg.***

Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 395

Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 396

Anaerobic Digestion II. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 397

Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 401

Drying Beds. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 406

Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 407

Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 399

Planning Considerations. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 404

Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 400

Sludge Characteristics. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 405

Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 402

Sludge Incineration. Multiple Hearth. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 403

Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230 398

***Los Angeles Unified School District, Calif. Research and Evaluation Branch.***

Helping Students Do Their Best on Standardized Achievement Tests. Bulletin No. 6.
ED 230 611

***Louisiana State Dept. of Education, Baton Rouge.***

A Guide to the Development of Evaluation Reports. The Louisiana Round Table of Program Evaluators. Monograph # 2.
ED 230 621

Accountability Uses of a Statewide Compensatory Education Program Evaluation.
ED 230 614

The Relationship Between Categories of Classroom Activity and Student Engagement in Reading and Language Arts Instruction.
ED 229 744

***Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.***

Competency-Based Word Processing (Grade Levels 9-12). Bulletin No. 1699.
ED 229 627

The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume I. Bulletin 1690-I.
ED 229 628

The Basic Program of Vocational Agriculture in Louisiana. Ag I and Ag II (9th and 10th Grades). Volume II. Bulletin 1690-II.
ED 229 629

***Macquarie Univ., North Ryde (Australia).***

Curriculum Action Project. A Report of Curriculum Decision-Making in Australian Secondary Schools.
ED 229 843

***Maine State Dept. of Educational and Cultural Services, Augusta.***

Competencies for Teachers Who Instruct Children with Learning Disabilities. Project I.O.U.
ED 229 955

***Market Data Retrieval, Westport, Conn.***

Update on the School Market for Microcomputers.
ED 230 192

***Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education.***

Competency Based Curriculum for Prevocational Exploration Consumer and Homemaking.
ED 229 609

Competency Based Curriculum for Prevocational Exploration Hospitality.
ED 229 610

***Maryland State Board for Community Colleges, Annapolis.***

Maryland Community Colleges 1982 Program Evaluations.
ED 230 245

The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities: The Maryland Experience.
ED 230 255

***Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.***

The Role of Community Colleges in Preparing Students for Transfer to Four-Year Colleges and Universities: The Maryland Experience.
ED 230 255

***Maryland Univ., Catonsville, Baltimore County. Office of Vice Chancellor for Student Affairs.***

A Student Health Insurance Needs Survey. Research Report #2.
ED 230 107

***Maryland Univ., College Park. Survey Research Center.***

Report to the Governor's Task Force on Violence and Extremism with Executive Summary .
ED 230 631

***Massachusetts Board of Library Commissioners, Boston.***

Linking Informational Needs. Massachusetts Long Range Program for Library Development. 1979-1982 Supplements .
ED 230 203

LSCA: Library Services and Construction Act, Title I. Special Project Reports, Fiscal Years 1977, 1978, and 1979 .
ED 230 204

***Massachusetts State Dept. of Education, Boston. Bureau of Adult Services.***

Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.
ED 230 448

***Mesa Public Schools, AZ. Dept. of Research and Evaluation.***

A Cross-Sectional/Longitudinal Study of the Math Enrollment Patterns of Students in Different Racial Groups with High Standardized Math Scores.
ED 230 393

***Miami-Dade Community Coll., Fla.***

Questions and Answers Concerning the Higher Education Provisions of the RAISE Bill (Senate Bill 357).
ED 230 232

***Michigan Council of Teachers of English.***

A Two-Way Street: Reading to Write/Writing to Read: Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
ED 22[illegible]

***Michigan State Dept. of Education, Lansing***

A Two-Way Street: Reading to Write/Writing to Read Using Literature to Generate Writing in the Elementary Classroom Grades K-6.
ED 229 764

Employability Skills System Program. A Final Report.
ED 229 551

***Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.***

Operation Bridge. A Final Report. Book 1.
ED 229 552

***Michigan State Dept. of Education, Lansing. Div. of Special Education.***

1981 Follow-Up Study of Students Enrolled and Previously Enrolled in the Michigan School for the Blind and the Michigan School for the Deaf.
ED 230 012

***Michigan State Univ., East Lansing. Inst. for Research on Teaching.***

Approaches to Research on Teaching: Implications for Curricular Theory and Practice.
ED 230 536

Diagnosing Children with Educational Problems: Characteristics of Reading and Learning Disabilities Specialists and Classroom Teachers.
ED 229 942

Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 189

***Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.***

Findings for the Study Conducted of the Adult Vocational Education Program in the State of Minnesota. Final Report.
ED 229 530

***Minnesota Univ., Minneapolis. Dept. of Psychology.***

Bias and Information of Bayesian Adaptive Testing. Research Report 83-2.
ED 230 615

Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230 627

***Missouri State Dept. of Elementary and Secondary Education, Jefferso City.***

An Analysis of Education Costs across Local School Districts in the State of Missouri, 1975-76. Working Papers in Education Finance, Paper No. 7.
ED 229 85

***Missouri Univ., Columbia. Dept. of Counseling and Personnel Services***

Stress and Time Management for Educators. Georgia Comprehensive Guidance Series.
ED 229 66

***Montgomery County Public Schools, Rockville, Md. Dept. of Educationa Accountability.***

A Management Study of Personnel Policies and the Department of Personnel Services.
ED 230 63

An Evaluation of the Employee Assistance Program in the Montgomery County Public School System.
ED 230 60

An Evaluation of the Impact of the Basic Core of Course Offerings o Senior High School Programs.
ED 230 63

Evaluation of the ESOL/Bilingual Program: Validation and Reliabilit of the Assessment Measures.
ED 230 64

Project Basic Test Interpretation.
ED 230 59

Research Plan for the Study of Senior High School Alternative Scheduling Systems in the Montgomery County Public School System.
ED 230 63

***Moravian Coll., Bethlehem, Pa.***

Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
ED 229 56

***Mott (C.S.) Foundation, Flint, Mich.***

Teenage Pregnancy: A Critical Family Issue.
ED 230 64

***Multicultural Association of Nova Scotia, Halifax.***

People of Nova Scotia. Introduction to 30 World Cultures in Nova Scotia with Personal Stories, Poems and Viewpoints. Second Edition.
ED 230 48

***MCE, Inc., Kalamazoo, MI.***

MCE Field Study Project.
ED 230 17

***Nash Technical Coll., Rocky Mount, NC.***

Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report.
ED 229 61

***National Academy of Sciences - National Research Council, Washington D.C. Assembly of Behavioral and Social Sciences.***

Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3.
ED 230 46

***National Academy of Sciences - National Research Council, Washington DC. Office of Scientific and Engineering Personnel.***

Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile.
ED 230 38

***National Art Education Association, Reston, Va.***

Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980).
ED 229 94

***National Association for the Education of Young Children, Washington D.C.***

Feeling Strong, Feeling Free: Movement Exploration for Young Children.
ED 230 26

Fundraising for Early Childhood Programs: Getting Started and Getting Results.
ED 230 26

***National Association of Coll. and Univ. Business Officers, Washington, D.C.***

Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities.
ED 230 16

***National Center for Education Statistics (ED), Washington, DC.***

Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
ED 229 59

Fall Enrollment in Colleges and Universities, 1980.
ED 230 08

Statistics of Public School Systems in the Twenty Largest U.S. Cities, Fall 1980.
ED 229 84

***National Committee, Arts for the Handicapped, Washington, D.C.***

Art in the Lives of Persons with Special Needs. Proceedings of a Joint Conference of the National Art Education Association and the American Art Therapy Association, through Support of the National Committee Arts for the Handicapped. (Reston, Virginia, August 7-8, 1980).
ED 229 94

***National Council of State Directors of Community-Junior Colleges.***

Status of Open Door Admissions. Issues, Trends and Projects Committee Report No. 1.
ED 230 21

***National Council of Teachers of English, Urbana, Ill. Research Foundation.***

A Study of Children's Rewriting. Final Report for NCTE Research Foundation Project No. 80:11, September 1980-October 1982.
ED 229 75

***National Council on Community Services and Continuing Education.***

A Statewide Program Network That Works. NCCSCE Working Paper Series
ED 230 21

***National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.***

Outline for Remediation of Problem Areas for Children with Learning Disabilities. Revised. = Bosquejo para la Correccion de Areas Problematicas para Ninos con Impedimientos del Aprendizaje.
ED 229 92

***National Endowment for the Arts, Washington, D.C.***

Consumer Response to Arts Offerings: A Study of Theater and Symphon in Four Southern Cities.
ED 230 45

Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 1.
ED 230 44

Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 2, Appendix Material.
ED 230 44

***National Endowment for the Humanities (NFAH), Washington, D.C.***

Autobiography and Audience.
ED 229 78

Overview of the American Indian Archeology in the Middle School Project.
ED 230 47

Revitalizing the Humanities in the Community College: Final Report, October 1, 1979--September 30, 1982.
ED 230 25

Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile.
ED 230 38

Trade and Industry in History. National History Day, 1982.
ED 230 46

***National Indian Council on Aging, Albuquerque, N. Mex.***

"Indian Elders: A Tribute." Proceedings of the National Indian Conference on Aging (4th, Reno, Nevada, August 23-25, 1982).
ED 230 31

Access, a Demonstration Project: Entitlement for Indian Elders. Final Report.
ED 230 31

***National Inst. of Education (ED), Washington, DC.***

A Componential Approach to Training Reading Skills. Final Report.
ED 229 72

A Directory of Goal Based Approaches to Education. 1982 Update.
ED 229 84

A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
ED 230 49

Advancing the Liberal Arts. New Directions for Community Colleges, Number 42.
ED 230 26

An Analysis of Teachers' Rule Systems at a Successful School. Verification Inquiry, Volume IV. Ecological Perspectives for Successful Schooling Practice.
ED 230 49

An Exploration of Elementary Students' Perceptions of Classroom Rules and Teacher Authority at a Successful School. Verification Inquiry, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 49

An International Review of Applications in School Mathematics--the elusive El Dorado.
ED 230 44

Approaches to Research on Teaching: Implications for Curricular Theory and Practice.
ED 230 53

Author's Intentions and Readers' Interpretations. Technical Report No. 276.
ED 229 74

Bilingual Education in Early Childhood: A 5-Year Follow-Up.
ED 230 07

Comparing Efficiency between Public and Private Schools.
ED 229 87

Design of the National Assessment of Educational Progress. Final Report.
ED 230 62

Development of the National Assessment of Educational Progress.
ED 230 61

Diagnosing Children with Educational Problems: Characteristics of Reading and Learning Disabilities Specialists and Classroom Teachers.
ED 229 94

Director's Report to the Congress on the National Assessment of Educational Progress.
ED 230 61

Ecological Case Studies of Classroom Instruction in a Successful School. Verification Inquiry, Volume VI. Ecological Perspectives fo Successful Schooling Practice.
ED 230 50

Ecological Perspectives for Successful Schooling Practice. Bridging Meeting Report (Elkridge, Maryland, November 15-17, 1981).
ED 230 49

Education of the Mexican American in the United States: Progress a Stalemate.
ED 230 3

Education, Management Style, and Organizational Effectiveness. Revised Version.
ED 229 6

Education, Productivity and the National Economy. A Research Initiative of the National Institute of Education.
ED 229 5

Education, Productivity, and Well-Being: On Defining and Measuring the Economic Characteristics of Schooling.
ED 229 5

Education, R and D, and Productivity Growth. Revised.
ED 229 5

Effects of Individual and School Characteristics on Part-Time Work of High School Seniors. Technical Report. Studies in Employment an Training Policy: No. 5.
ED 229 6

Effects of Interdisciplinary Team Teaching. Research Synthesis.
ED 230 5

Effects of Student Teams and Individualized Instruction on Cross-Race and Cross-Sex Friendships.
ED 230 6

Effects of Work Time on School Activities and Career Expectations. Technical Report. Studies in Employment and Training Policy: No. 4
ED 229 6

Eliciting Spontaneous Speech in Bilingual Students: Methods & Techniques.
ED 230 3

Examining the Impact of High School Vocational Education.
ED 229 5

Fiscal Response of School Districts to District Fiscal Capacity an State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229 8

Helping Youth Become More Responsible.
ED 229 5

Interdependence and Management in Bilingual Classrooms. Final Report.
ED 229 8

Junior High School Transition Study, Volume VII. Executive Summary
ED 230 5

Learning to Read and Write with Personal Computers. Reading Education Report No. 42.
ED 229 7

Linguistic Perspectives on Minority Education. Technical Report No 275.
ED 229 7

Metadiscourse: What It Is and How It Is Used in School and Non-School Social Science Texts. Technical Report No. 273.
ED 229 7

Mutual Inquiry: The Role of Collaborative Research on Teaching in School-Based Staff Development. Ecological Perpectives for Successful Schooling Practice.
ED 230 4

National Assessment of Educational Progress.
ED 230 5

Organization of Instruction. Elementary School--Junior High School Comparison. Junior High School Transition Study, Volume II. Ecological Perspectives for Successful Schooling Practice.
ED 230 5

Properties of Writing Tasks: A Study of Alternative Procedures for Holistic Writing Assessment. Final Report.
ED 230 5

Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
ED 230 4

Resources in Education (RIE). Volume 18, Number 10.
ED 229 5

Running the Local Gauntlet: Fresh Insights to District Problems. and Reclaiming Urban Schools: A Modest Proposal. IFG Policy Perspectives, Winter 1983.
ED 229 8

Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 7

School Finance Reform: An Example of Redistributive Education Poli at the State Level. Working Papers in Education Finance, Paper No. 39.
ED 229 8

School Improvement in the Far West: The Effects of Federal and Sta Cutbacks, Consolidation, and Deregulation on Education in California, Nevada, and Utah. Final Report.
ED 229 8

Schooling and the Composing Process.
ED 229 7

Social Mobility and Public Sector Employment.
ED 229 8

Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14 1981-December 14, 1982.
ED 229 7

Students' Conceptions of Teachers. Junior High School Transition Study, Volume V. Ecological Perspectives for Successful Schooling Practice.
ED 230 5

Students' Experience during and Response to Transition to Junior High School. Junior High School Transition Study, Volume IV.
ED 230 5

Students' Oral Response to Written Composition.
ED 229 7

Students' Perceptions of Transition and School. Junior High School Transition Study, Volume III. Ecological Perspectives for Successf Schooling Practice.
ED 230 5

Talks with Parents on Living with Preschoolers.
ED 230 3

Tax Base Composition and Family Income in Measuring School Distric Fiscal Capacity. Working Papers in Education Finance, Paper No. 12
ED 229 8

Technical Works for Basic Skills Assessment Programs. Final Report
ED 230 6

The Allure of Legalization Reconsidered: The Case of Special Education.
ED 229 8

The Contribution of Education to Productivity: The Need for New Research and Possible NIE Roles in This Research.
ED 229 5

The Contribution of Education to U.S. Economic Growth, 1948-1973.
ED 229 5

The Educational Implications of High Technology.
ED 229 8

The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diver Students. Final Report. Revision.
ED 230 6

The Emerging Science of Individualized Instruction. A Survey of Findings on Learning Styles, Brain Research, and Learning Time wit Implications for Administrative Action.
ED 229 8

The Impact of Word Processing on Office Administration in the Medical and Allied Health Professions.
ED 229 5

The Job Market for College Graduates, 1960-1990.
ED 229 8

The Role of Issue Networks in State Agenda-Setting.
ED 229 8

Three Perspectives on Writing. Reading Education Report No. 41.
ED 229 7

To Each Its Own: School Context and School Change.
ED 229 8

Trends in Achievement as a Function of Age of Admission. No. AY-AA-51.
ED 230 6

Understanding Adolescence: Issues and Implications for Effective Schools.
ED 229 6

What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered.
ED 229 8

Young Peoples' Attributions for Successful or Unsuccessful Learnin at Worksites.
ED 229 5

Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2.
ED 229 6

***National Inst. of Education (ED), Washington, DC. Educational Polic and Organization Program.***

How States Compare in Financial Support of Higher Education, 1982-83.
ED 230 1

Inflation Measures for Schools and Colleges.
ED 230 0

***National Inst. of Education (ED), Washington, DC. Minorities and Women's Programs.***

Faculty Research Development Workshop. Final Report (October 1978 March 1982).
ED 230 1

***National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.***

Diagnosis and Remediation of Computer Programming Skill for Creati Problem Solving. Volume 1: Description of Research Methods and Results. Final Report.
ED 230 1

Diagnosis and Remediation of Computer Programming Skill for Creati Problem Solving. Volume 2: Summary of Research for Practitioners. Final Report.
ED 230 2

Sights and Sounds of Life in Schools: A Resource Guide to Film and Videotape for Research and Education. Research Series No. 125.
ED 230 1

Studies of Domain Referenced Item Models. Final Report. Volume 1: Sections I and II.
ED 230 5

Studies of Domain Referenced Item Models. Final Report. Volume 2: Sections III and IV.
ED 230 5

***National Inst. of Handicapped Research (ED), Washington, DC.***

Disability in Rural America: A Four-County Needs Assessment. Final Report.
ED 229 6

Independent Living Rehabilitation: Program Development, Management and Evaluation.
ED 229 6

Planning and Operating Group Homes for the Handicapped.
ED 229 6

***National Inst. of Mental Health (DHEW), Rockville, Md.***

Family Environment and Television Use by Preschool Children.
ED 230 2

Nourishing People and Communities Through the Lean Years. Selected Papers of the National Institute on Social Work in Rural Areas (7t Dubuque, IA, July 24-27, 1982).
ED 230 3

***National Inst. of Mental Health (DHHS), Bethesda, Md.***

Maternal Depression: A Source of Stress for Children.
ED 230 3

Parental Power and Behaviors as Antecedents of Adolescent Conformity.
ED 229 708
The Relative Importance of Social Ties.
ED 229 714

***National Inst. of Mental Health (DHHS), Rockville, MD.***
Social Integration in Planned Retirement Communities.
ED 229 705

***National Inst. on Aging (DHHS/NIH), Bethesda, MD.***
Do Adults Use a Post-Formal "Theory of Relativity" to Solve Everyday Logical Problems?
ED 229 700

***National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.***
Drug Use Among Native American Youth: Summary of Findings (1975-1981).
ED 230 341

***National Institutes of Health (DHHS), Bethesda, Md.***
Cognitive Sex Differences and Their Practical Implications.
ED 229 703
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1983.
ED 229 816

***National Library for Psychology and Education, Stockholm (Sweden).***
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter).
ED 230 096

***National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.***
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 507
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 508
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 509
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 510
Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 504
Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 505
Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition.
ED 229 506
Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 511
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
ED 229 596

***National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.***
Man Meets Coast. A Game of Coastal Issues.
ED 230 427

***National School Boards Association, Washington, DC. Educational Policies Service.***
Know Your Job to Hire the Best Staff.
ED 229 857

***National School Volunteer Program, Inc., Alexandria, Va.***
Volunteers and Children with Special Needs. Second Edition.
ED 229 894

***National Science Foundation, Washington, D.C.***
A Patron for Pure Science. The National Science Foundation's Formative Years, 1945-57. NSF 82-24.
ED 230 414
Engineering Careers: Women in a Male-Dominated Field.
ED 230 422
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 435
Interest Profiles of Professional Engineers.
ED 230 437
Opportunities in Science and Engineering. A Chartbook Presentation.
ED 230 413
Science and Engineering Doctorates: 1960-81. Special Report.
ED 230 438
Science, Engineering, and Humanities Doctorates in the United States: 1981 Profile.
ED 230 389
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
ED 230 235
Status Report on Speech Research. A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1983.
ED 229 816
Students' Conceptions of Decimal Numbers.
ED 230 415
Studies in the Management of Social R&D: Selected Policy Areas. Study Project on Social Research and Development, Volume 3.
ED 230 468
Studies of Scientific Disciplines. An Annotated Bibliography.
ED 230 425
Women's Intuition: The Effect of Subordinate Role upon Interpersonal Sensitivity.
ED 229 680

***National Science Foundation, Washington, D.C. Minority Institutions Science Improvement Program.***
Comprehensive Science Evaluation Project: Hudson County Community College. Final Report.
ED 230 215
Science for the Eighties: Final Project Report.
ED 230 213

***National Science Foundation, Washington, D.C. National Science Board.***
University-Industry Research Relationships. Myths, Realities and Potentials. Fourteenth Annual Report of the National Science Board.
ED 230 115

***National Science Foundation, Washington, D.C. RANN Program.***
Age, Ethnicity and the Factorial Invariance of Morale.
ED 229 679

***National Swedish Board of Education, Stockholm.***
Learning Styles and Learning Strategies. I. Conversation Theory--The Work of Gordon Pask. 1983:01.
ED 230 562

***Naval Ocean Systems Center, Kaneohe Bay, HI.***
Establishing Data-Exchange Networks Through Data Management & Telecommunications.
ED 230 184

***Navarro Coll., Corsicana, Tex.***
Solar Energy: Non-Residential Applications and Future Technology: Student Material. First Edition.
ED 230 235

***Navy Personnel Research and Development Center, San Diego, Calif.***
Brain Event-Related Potential Correlates of Concept Learning.
ED 229 62
Effects of Questions and Instructions on Learning from Text.
ED 229 61
Feasibility of Modelling the Supply of Older Age Accessions.
ED 229 614
Influence of Fallible Item Parameters on Test Information During Adaptive Testing.
ED 230 590
Marine Corps Recruit Training Attrition: The Effect of Realistic Job Preview and Stress-Coping Films.
ED 229 622
The Effects of the Timing of Feedback on Long-Term Knowledge Retention in PSI Courses. Final Report.
ED 230 183
Validation of Brain Event-Related Potentials as Indicators of Cognitive Styles, Abilities, and Aptitudes.
ED 230 629

***Nebraska State Dept. of Education, Lincoln. Special Education Section.***
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska.
ED 229 952

***Nebraska Univ., Lincoln. Cooperative Extension Service.***
The 4-H Program Contribution to Family Strength. Evaluation Study.
ED 230 339

***Nebraska Univ., Lincoln. Dept. of Special Education.***
A State of the Art Assessment of Paraprofessional Use in Special Education in the State of Nebraska.
ED 229 952

***Nebraska Univ., Lincoln. Inst. of Agriculture and Natural Resources.***
The 4-H Program Contribution to Family Strength. Evaluation Study.
ED 230 339

***Network of Innovative Schools, Inc., Andover, Mass.***
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 48

***New Jersey Historical Commission, Trenton.***
New Jersey Mediagraphy.
ED 230 18

***New Jersey State Dept. of Education, Trenton.***
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 36
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 36
Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
ED 230 36
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 37
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World.
ED 230 37
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 37
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World.
ED 230 37
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 37
Future Scenarios in Communications. Student's Guide. Preparing for Tomorrow's World.
ED 230 37
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 37
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World.
ED 230 37
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 37
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World.
ED 230 38
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 37
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World.
ED 230 38
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38
Technology and Changing Lifestyles. Student's Guide. Preparing for Tomorrow's World.
ED 230 38
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38
Technology and Society: A futuristic Perspective. Student's Guide. Preparing for Tomorrow's World.
ED 230 38
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 38

***New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.***
Meeting the Career Development/Counseling Guideline Needs of Limite English Proficient Students.
ED 229 56
Meeting the Career Development/Counseling Needs of Disadvantaged Students.
ED 229 56
Model N.J. Vocational Programs Serving the Disadvantaged: An Abstract Book.
ED 229 56

***New Mexico Univ., Albuquerque. Urban Observatory.***
OCETA Job Preparation Research Project. Final Report.
ED 229 52

***New York Academy of Sciences, N.Y.***
Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences. Volume 379.
ED 230 04

***New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.***
Bilingual/Bicultural Demonstration Project for Teachers of Emotionally Disturbed Children. E.S.E.A. Title VII Annual Evaluatio Report, 1981-82.
ED 230 63
Bronx Multidiscipline Special Education Bilingual Program. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 63
Park West High School "At Your Service". O.E.E. Evaluation Report, 1981-1982.
ED 230 63
Project Esperanza. E.S.E.A. Title VII Annual Evaluation Report, 1981-82.
ED 230 63
Project TRABAJO and Individualized Bilingual Education for Childre with Retarded Mental Development. E.S.E.A. Title VII and Chapter 720 Annual Evaluation Report, 1980-81.
ED 230 64
Thomas Jefferson High School Effective Transition of the Bilingual and Bicultural Student to Senior High School. O.E.E. Evaluation Report, 1981-1982.
ED 230 63
Walton High School Bilingual Basic Skills Through Interdisciplinar Career Orientation. O.E.E. Evaluation Report, 1981-1982.
ED 230 64
William H. Taft High School Project Adelante. O.E.E. Evaluation Report, 1981-1982.
ED 230 64

***New York Sea Grant Inst., Albany, N.Y.***
Aquatic Activities for Youth.
ED 230 43

***New York State Dept. of Health, Albany.***
Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452.
ED 230 44

***New York State Education Dept., Albany.***
The Regents 1982 Progress Report on the Regents Statewide Plan for the Development of Postsecondary Education, 1980.
ED 230 1

***New York State Education Dept., Albany. Bureau of Independent Study and Programs Development.***
Granting Credit for College Proficiency and Regents External Degre Examinations in New York State: A Summary of Institutional Policie 1981-82.
ED 230 1

***New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.***
Mechanical Drawing and Design.
ED 229 5

***New York State Education Dept., Albany. Information Center on Education.***
College and University Opening Fall Enrollment, New York State, Fa 1982.
ED 230 1

***New York State Museum, Albany.***
Larvae of North American Eukiefferiella and Tvetenia (Diptera: Chironomidae). Bulletin No. 452.
ED 230 4

***New York Univ., N.Y. Graduate School of Public Administration.***
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 1.
ED 230 4
Feasibility Study for an Economic Data Program on the Condition of Arts and Cultural Organizations. Final Report. Volume 2, Appendix Material.
ED 230 4

***Newspaper Advertising Bureau, Inc., New York, NY.***
Assessing the Impact of Newspaper in Education Programs: Changes i Student Attitudes, Newspaper Reading, and Political Awareness. Newspaper Readership Project Research Report.
ED 229 7

***Newton Community Schools, West Newton, MA.***
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects.
ED 230 4
Organizing a Community School: A Primer for Citizens.
ED 230 4
Training Volunteers in Community Education: A Manual for Staff Members in Community Decision-Making Settings.
ED 230 4

***Normandale Community Coll., Bloomington, Minn.***
A Comprehensive Program for Handicapped Students at the Two-Year College.
ED 230 2

***North Carolina State Dept. of Community Colleges, Raleigh. Occupational Education Research Services.***
Cost Analysis of Curriculum Programs. A Technical Report. Occupational Education Research Project Final Report.
ED 229 6

***North Carolina State Dept. of Public Instruction, Raleigh. Div. of Educational Media.***
State Plan for Computer Utilization in North Carolina Public Schools.
ED 230 1

***North Carolina Univ., Chapel Hill. Technical Assistance Development System.***
A Case Study of Technical Assistance to Demonstration Programs for Young Handicapped Children. Part II.
ED 229 9
Analyzing Costs of Services.
ED 229 9
Competency-Based Teacher Education. State Series Paper Number 1.
ED 229 8
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
ED 229 9
Curricula for High-Risk and Handicapped Infants.
ED 229 9
Planning for Dissemination. Monograph Number 1.
ED 229 8
Strategies for Change.
ED 229 9

***North Carolina Univ., Greensboro. Center for Applied Research.***
School Quality and Intra-Metropolitan Mobility: A Further Test of the Tiebout Hypothesis. Revised. Working Paper Series No. E820303.
ED 229 8

***North Dakota State Board of Higher Education, Bismarck.***
Fall 1982 Enrollments, North Dakota Institutions of Higher Education.
ED 230 1

***Northeast Florida Educational Consortium's Teacher Education Center Bostwick.***
Three Keys to Successful Staff Development: Evaluation, Participan Planning and School-Based Programming.
ED 230 5

***Northern Arizona Univ., Flagstaff.***
The Effects of a Group Supportive Testing Procedure and Acculturation Level on Achievement Test Scores of Culturally Diver Students. Final Report. Revision.
ED 230 6

***Northern Illinois Univ., DeKalb. Libraries.***
Resources for Women's Studies.
ED 230 4

***Northwest Regional Educational Lab., Portland, Oreg.***
A Directory of Goal Based Approaches to Education. 1982 Update.
ED 229 8
Effects of Interdisciplinary Team Teaching. Research Synthesis.
ED 230 5
Examining the Impact of High School Vocational Education.
ED 229 5
Helping Youth Become More Responsible.
ED 229 5
Young Peoples' Attributions for Successful or Unsuccessful Learnin at Worksites.
ED 229 5

***Nova Univ., Fort Lauderdale. Center for the Advancement of Educatio***
Readings: Early Childhood Education.
ED 230 2

***Office for Civil Rights (ED), Washington, DC.***
Fall Enrollment in Colleges and Universities, 1980.
ED 230 0

***Office of the Assistant Secretary of Defense for Research and Engineering (DOD). Washington, DC.***
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 198 Volume I: Forecast Summary.
ED 229 5
Regional Forecasts of Industrial Base Manpower Demand, 1981 to 198 Volume II: Forecast Details.
ED 229 5

***Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.***
The Title VII (Bilingual Education) Fellowship Program: A Preliminary Report. Bilingual Education Paper Series, Vol. 2, No.
ED 230 3

***Office of Education (DHEW), Washington, D.C.***
A Computerized Information Retrieval System for the Technical Assistance Center Clearinghouse: A Feasibility Study.
ED 230 1
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education.
ED 229 5
Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.
ED 229 5
Heating and Ventilating II, 11-3. Military Curriculum Materials fo Vocational and Technical Education.
ED 229 5
Heating and Ventilating III, 11-4. Military Curriculum Materials Vocational and Technical Education.
ED 229 5
Heating and Ventilating IV, 11-5. Military Curriculum Materials fo Vocational and Technical Education.
ED 229 5
Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education.
ED 229 5
Physics Demonstration Experiments at William Jewell College. Revis Edition.
ED 230 4

***Office of Education (DHEW), Washington, D.C. Right to Read Program.***
Food for Thought: A Cooking Approach to Reading.
ED 230 3

***Office of Educational Research and Improvement (ED), Washington, D National Diffusion Network.***
Certified Trainer Systems in the National Diffusion Network. A Guidebook for Educational Disseminators.
ED 230 4

***Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.***
The Immigrant Experience: A Polish-American Model. Teacher's Guide
ED 230 4

***Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.***
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture.
ED 230 3
The American Indian Social Studies Curriculum Activity Guide, Gra 7-8.
ED 230 3

***Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.***
What's Happening in June?
ED 230

***Office of Indian Education (ED), Washington, D.C.***
The American Indian Social Studies Curriculum Activity Guide, Gra 9-12.
ED 230

***Office of International Education (ED), Washington, DC.***
ACTFL Provisional Proficiency Guidelines.
ED 230
Current Trends in Measuring American Undergraduates' Persian Language Proficiency.
ED 230

***Office of Naval Research, Arlington, Va.***
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101.
ED 230

***Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.***
A Componential Approach to Training Reading Skills. Final Report.
ED 229
Bias and Information of Bayesian Adaptive Testing. Research Repor 83-2.
ED 230
Cognitive Processes in Interpreting the Contour-Line Portrayal of Terrain Relief.
ED 230
Competitive Argumentation in Computational Theories of Cognition. Cognitive and Instructional Science Series. CIS-14.
ED 230
Reliability and Validity of Adaptive and Conventional Tests in a Military Recruit Population. Research Report 83-1.
ED 230

***Office of Naval Research, Washington, D.C.***
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Investigation, and Practical Applications, January 1-March 31, 19
ED 229

***Office of Naval Research, Washington, D.C. Psychological Sciences Div.***
Four Principles for Designing Instructions.
ED 229

***Office of Postsecondary Education (ED), Washington, DC.***
Higher Education Opportunities for Minorities and Women: Annotate Selections--1982 Edition.
ED 230

***Office of Special Education and Rehabilitative Services (ED), Washington, DC.***
A Handbook for Helping Parents "Group."
ED 229
A Handicapped Child in the Family: Readings for Parents.
ED 229
Adapted Physical Education: Resource Manual.
ED 229
Communicating with Parents: Special Needs Children in Family Day Care.
ED 229
Creating Awareness: Special Needs Children in Family Day Care.
ED 229
Interactive Videodisc for Special Education Technology. Final Report.
ED 230
Policies and Procedures Manual. Washington County Children's Prog Outreach Project. Machias, Maine.
ED 229
Screening and Identification: Special Needs Children in Family Da Care.
ED 229
Stimulating Language: Special Needs Children in Family Day Care.
ED 229

***Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.***
Building and Alliance for Children: Parents and Professionals.
ED 229
Progress or Change: Issues in Educating the Emotionally Disturbed Volume 1: Identification and Program Planning.
ED 229
Progress or Change: Issues in Educating the Emotionally Disturbed Volume 2: Service Delivery.
ED 229

***Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.***
Bilingual Special Education Personnel Preparation National Task-Oriented Seminar (Washington, D.C., March 19-21, 1981). A Workshop Report.
ED 229

***Office of Vocational and Adult Education (ED). Community Education Branch.***
Community Education Proven Practices II. Programmatic and Fiscal Impact. Federally Funded Local Community Education Projects.
ED 230

***Office of Vocational and Adult Education (ED), Washington, DC.***
Approaches to Technological Update of Vocational/Technical Teache Leadership Training Series No. 64.
ED 229
Cooperative Education. Information Series No. 253.
ED 229
Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229
Labor Force-Related Outcomes, Education-Related Outcomes, and Pub Acceptance of Vocational Education.
ED 229
Learning Styles: Applications in Voc Ed. Information Series No. 2
ED 229
National Occupational Projections for Voc Ed Planning. Informatio Series No. 252.
ED 229
Older Workers: What Voc Ed Can Do. Information Series No. 256.
ED 229
Private Rules in Career Decision Making. Special Publications Ser No. 38.
ED 229
Quality Circles: Applications in Vocational Education. Informatio Series No. 249.
ED 229
Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229
Time on Task in Selected Vocational Education Classes.
ED 229
Vocational Education for Immigrant and Minority Youth. Informatio Series No. 257.
ED 229

***Office of Water Program Operations (EPA), Cincinnati, Ohio. Nation Training and Operational Technology Center.***
Aerobic Digestion. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230
Anaerobic Digestion I. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230
Anaerobic Digestion II. Sludge Treatment and Disposal Course #166 Instructor's Guide and Student Workbook.
ED 230
Centrifugation. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230
Drying Beds. Sludge Treatment and Disposal Course #166. Instructo Guide and Student Workbook.
ED 230
Flotation Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230
Gravity Thickening. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230
Planning Considerations. Sludge Treatment and Disposal Course #16 Instructor's Guide and Student Workbook.
ED 230
Sanitary Landfill. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230
Sludge Characteristics. Sludge Treatment and Disposal Course #166 Instructor's Guide and Student Workbook.
ED 230
Sludge Conditioning. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230
Sludge Incineration. Multiple Hearth. Sludge Treatment and Dispos Course #166. Instructor's Guide and Student Workbook.
ED 230
Vacuum Filtration. Sludge Treatment and Disposal Course #166. Instructor's Guide and Student Workbook.
ED 230

***Oglala Sioux Community Coll., Kyle, SD.***
Tokatakiya: A Self Study of Oglala Sioux Community College.
ED 230

***Ohio Board of Regents, Columbus.***
The Ohio Case: Building Business, Education, and Government Alliances to Strengthen Adult Learning Opportunities.
ED 230

***Ohio Modern Language Teachers Association, Columbus.***
Speak Out and Touch Someone. The OMLTA Yearbook, 1983.
ED 230

***Ohio State Dept. of Education, Columbus. Div. of Vocational Education.***
S.W.A.T. (Study with a Teacher).
ED 229

***Ohio State Dept of Energy and Telecommunication, Columbus.***
Energy Management Lesson Plans for Vocational Agriculture Instructors.
ED 229

***Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.***
Energy Management Lesson Plans for Vocational Agriculture Instructors.
ED 229

***Ohio State Univ., Columbus. Center for Science and Mathematics Education.***
An International Review of Applications in School Mathematics--th elusive El Dorado.
ED 230

***Ohio State Univ., Columbus. College of Administrative Science.***
Career Transitions within Organizations: Exploring Connections between Work, Nonwork and Coping Strategies.
ED 229

***Ohio State Univ., Columbus. National Center for Research in Vocational Education.***
Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229
Approaches to Technological Update of Vocational/Technical Teache Leadership Training Series No. 64.
ED 229
Cardiopulmonary Laboratory Specialist, 10-6. Military Curriculum Materials for Vocational and Technical Education.
ED 229

Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 507
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 508
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 509
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 510
Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 504
Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 505
Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition.
ED 229 506
Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 511
Cooperative Education. Information Series No. 253.
ED 229 578
Counselors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 604
Direct Students in Applying Problem-Solving Techniques. Second Edition. Module C-8 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 650
Displaced Workers: A Challenge for Voc Ed. Information Series No. 255.
ED 229 579
Effects of Individual and School Characteristics on Part-Time Work of High School Seniors. Technical Report. Studies in Employment and Training Policy: No. 5.
ED 229 655
Effects of Work Time on School Activities and Career Expectations. Technical Report. Studies in Employment and Training Policy: No. 4.
ED 229 654
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns.
ED 229 596
Guide Student Study. Second Edition. Module C-6 of Category C--Instructional Execution. Professional Teacher Education Module Series.
ED 229 649
Heating and Ventilating I, 11-2. Military Curriculum Materials for Vocational and Technical Education.
ED 229 565
Heating and Ventilating II, 11-3. Military Curriculum Materials for Vocational and Technical Education.
ED 229 566
Heating and Ventilating III, 11-4. Military Curriculum Materials for Vocational and Technical Education.
ED 229 567
Heating and Ventilating IV, 11-5. Military Curriculum Materials for Vocational and Technical Education.
ED 229 568
Introduction to Metal Bonded Repair, 13-4. Military Curriculum Materials for Vocational and Technical Education.
ED 229 584
Labor Force-Related Outcomes, Education-Related Outcomes, and Public Acceptance of Vocational Education.
ED 229 593
Learning Styles: Applications in Voc Ed. Information Series No. 254.
ED 229 573
Marketing Education: A Future Perspective. Special Publication Series No. 37.
ED 229 645
National Occupational Projections for Voc Ed Planning. Information Series No. 252.
ED 229 577
Older Workers: What Voc Ed Can Do. Information Series No. 256.
ED 229 580
Parents. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 605
Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 597
Principals. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 599
Private Rules in Career Decision Making. Special Publications Series No. 38.
ED 229 608
Psychologists. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 602
Quality Circles: Applications in Vocational Education. Information Series No. 249.
ED 229 607
Student Evaluation Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 603
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 601
Teachers. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 600
Technological Update of Vocational/Technical Teachers: A Status Report.
ED 229 592
Time on Task in Selected Vocational Education Classes.
ED 229 528
Vocational Education for Immigrant and Minority Youth. Information Series No. 257.
ED 229 581
Youth's Perceptions of Employer Hiring and Disciplinary Standards. Executive Summary. Employability Factors Study. Studies in Employment and Training Policy: No. 2.
ED 229 653

***Ohio State Univ., Columbus. Research Foundation.***
Early Intervention Programs for Developmentally Disabled Children. Central Conference of University Training Programs in Developmental Disabilities Proceedings (Indianapolis, Indiana, August 25-26, 1980).
ED 229 890
Energy Management Lesson Plans for Vocational Agriculture Instructors.
ED 229 532

***Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.***
Business Management & Ownership.
ED 229 542
Heavy Equipment Operator Instructional Materials. Basic Core. Volume I.
ED 229 543
Heavy Equipment Operator: General Equipment Operator. Instructional Materials.
ED 229 544
Practical Nursing. Volume II. Health Occupations Education. Revised.
ED 229 540
Vocational Agriculture I Basic Core. Section C--Supervised Experience Programs.
ED 229 539

***Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of DE/Marketing.***
Business Management & Ownership.
ED 229 542

***Oklahoma State Board of Vocational and Technical Education, Stillwater. Div. of Health Occupations Education.***
Practical Nursing. Volume II. Health Occupations Education. Revised.
ED 229 540

***Oklahoma State Dept. of Education, Oklahoma City.***
The Arts and Gifted/Talented Education Leadership Training Institute (Pittsburgh, Pennsylvania, March 7-12, 1980 and Monterey, California, March 16-21, 1980).
ED 229 939

***Ontario Human Rights Commission, Toronto.***
Working Together: Strategy for Race Relations in Ontario.
ED 230 66

***Open Univ., Walton, Bletchley, Bucks (England).***
Creating Pleasant Programming Environments for Cognitive Science Students. Technical Report No. 16. and Domain Specific Debugging Aids for Novice Programmers. Technical Report No. 17.
ED 230 16

***Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.***
Audio-Cassettes in Higher Education. I.E.T. Paper on Broadcasting No. 175.
ED 230 17

***Oregon State Dept. of Education, Salem. Div. of Vocational Education***
Writing in Vocational Education.
ED 229 59

***Oregon State Educational Coordinating Commission, Portland.***
Funding for Regional Programs for Handicapped Students. A Report Prepared at the Direction of the 1981 Legislative Assembly. Revisions April and May 1982.
ED 229 93

***Oregon State Univ., Corvallis. Vocation-Technical Education Unit.***
Writing in Vocational Education.
ED 229 59

***Oregon Univ., Eugene. Div. of Educational Policy and Management.***
Teacher Salaries in Oregon: A Longitudinal Study of Salaries of Teachers in Oregon Public Schools, Community Colleges, and the Stat System of Higher Education from 1971/72 through 1981/82.
ED 229 84

***Organisation for Economic Cooperation and Development, Paris (France).***
Micro-Electronics, Robotics and Jobs. Information Computer Communication Policy Series No. 7.
ED 229 64

***Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.***
Education and Local Development in Australian Rural Areas. Research Study No. 74.
ED 230 32
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report.
ED 230 36

***Ottawa Board of Education (Ontario). Research Centre.***
The Relevance of Interlanguage and Pidginization to French Immersio Schooling. Research Report 81-07.
ED 230 03

***ORI, Inc., Bethesda, Md. Information Systems Div.***
Resources in Education (RIE). Volume 18, Number 10.
ED 229 50

***Peace Corps, Washington, D.C.***
Spanish for Peace Corps Volunteers in Specialized Technical Jobs.
ED 230 01

***Pennsylvania State Dept. of Education, Harrisburg.***
Determining Maintenance of Achievement from ABE Programs.
ED 229 56
Project Access: ABE & GED Instruction and Testing for Sight and Muscular Handicapped Persons. (A 310 Project, 7-1-81 to 6-30-82).
ED 229 57

***Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.***
Vocational Education Tool and Equipment Inventory.
ED 229 54

***Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.***
Brokering Adult and Continuing Education through Unions and Small Businesses in the Lehigh Valley. "The Link Program".
ED 229 56

***Pennsylvania State Univ., University Park. Div. of Education Policy Studies.***
Determining Maintenance of Achievement from ABE Programs.
ED 229 56

***People United for Rural Education, Alden, Iowa.***
Perfecting and Understanding Roles in Education. Proceedings of the Annual National Conference of People United for Rural Education (6th, Des Moines, Iowa, February 3-4, 1983).
ED 230 32

***Perkins School for the Blind, Watertown, Mass.***
A Community-Based Vocational Model for Deaf-Blind Youth: Assessment of Student Behavior Change and Employer/Co-Worker Attitudinal Change.
ED 230 01

***Phi Delta Kappa, Bloomington, Ind.***
Teaching Communication and Reading Skills in the Content Areas.
ED 229 73

***Philadelphia School District, Pa.***
Administrators and Supervisors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 59
Counselors. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 60
Parents. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 60
Policy and Procedures Manual. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 59
Principals. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 59
Psychologists. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 60
Student Evaluation Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 60
Supportive Services Personnel. Career Planning and Vocational Programming for Handicapped Youth.
ED 229 60
Teachers. Career Planning and Vocational Programming for Handicappe Youth.
ED 229 60

***Philadelphia School District, PA. Div. of Adult Education.***
Project Access: ABE & GED Instruction and Testing for Sight and Muscular Handicapped Persons. (A 310 Project, 7-1-81 to 6-30-82).
ED 229 57

***Pittsburgh Univ., Pa. Div. of Teacher Development.***
Reading and Writing: Concepts for Teaching and Learning. Proceeding of the Language Communications Conferences (30th and 31st, Pittsburgh, Pennsylvania, July 13-15, 1977 and June 19-21, 1978).
ED 229 76

***Population Reference Bureau, Inc., Washington, D.C.***
Teacher's Guide to the Future.
ED 230 46

***Prince George's Community Coll., Largo, Md. Office of Institutional Research.***
Can Colleges and Universities Supply an Adequate Skilled Workforce for High Technology Needs in 1990? Problems, Prospects, and Policy for the Eighties. Research Report No. 82-27.
ED 230 22

***Private Industry Council, Toledo, OH.***
High Technology in the Manufacturing Sector of the Toledo Economy.
ED 229 58

***Public Health Service (DHHS), Rockville, Md.***
Studying Self-Awareness Using Experiential Time Sampling Methodology.
ED 229 71

***Public Service Research Council, Vienna, Va.***
Public Sector Bargaining and Strikes. Sixth Edition.
ED 229 83

***Rand Corp., Santa Monica, Calif.***
Can Implementation of Computers Be Justified on Cost-Effectiveness Grounds.
ED 230 19
Implications of Human Pattern Processing for the Design of Artificial Knowledge Systems.
ED 230 18

***Research for Better Schools, Inc., Philadelphia, Pa.***
To Each Its Own: School Context and School Change.
ED 229 84
Understanding Adolescence: Issues and Implications for Effective Schools.
ED 229 66

***Rochester Univ., N.Y. Graduate School of Education and Human Development.***
Toward Increased Voluntary Interdistrict Integration in New York State.
ED 229 85

***Rough Rock Demonstration School, AZ. Navajo Curriculum Center.***
Of Mother Earth and Father Sky: A Photographic Study of Navajo Culture.
ED 230 34

***Rutgers, The State Univ., New Brunswick, N.J. Center for Coastal an Environmental Studies.***
Beacon City: An Urban Land Use Simulation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Coastal Decisions: Difficult Choices. Teacher's Guide. Preparing fo Tomorrow's World.
ED 230 3
Curriculum Model. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Dilemmas in Bioethics. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Dilemmas in Bioethics. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Energy: Decisions for Today and Tomorrow. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Energy: Decisions for Today and Tomorrow. Teacher's Guide. Prepari for Tomorrow's World.
ED 230 3
Environmental Dilemmas. Critical Decisions for Society. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Environmental Dilemmas: Critical Decisions for Society. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Future Scenarios in Communications. Student's Guide. Preparing fo Tomorrow's World.
ED 230 3
Future Scenarios in Communications. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Of Animals, Nature and People. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Of Animals, Nature and People. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
People and Environmental Changes. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
People and Environmental Changes. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Perspectives on Transportation. Student's Guide. Preparing for Tomorrow's World.
ED 230 3
Perspectives on Transportation. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Space Encounters. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Technology and Changing Lifestyles. Student's Guide. Preparing f Tomorrow's World.
ED 230 3
Technology and Changing Lifestyles. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3
Technology and Society: A futuristic Perspective. Student's Guide Preparing for Tomorrow's World.
ED 230 3
Technology and Society: A Futuristic Perspective. Teacher's Guide. Preparing for Tomorrow's World.
ED 230 3

***Ryerson Polytechnical Inst., Toronto (Ontario). Third World Resourc Centre.***
An Annotated Guide to Current Periodicals in the Third World Resource Centre.
ED 230 4

***Sacramento City Coll., Calif.***
Assessment and Placement at Sacramento City College.
ED 230 2
Semi-Annual Report on Assessment Procedures: Fall 1981 and Spring 1982. and Supplemental Assessment Center Research Report: Fall 1981 and Spring 1982.
ED 230 2
Semi-Annual Report on Assessment Procedures: Spring, Summer, and Fall 1982.
ED 230 2

***Saint Edward's Univ., Austin, Tex.***
St. Edward's University College Assistance Migrant Program. End of the Year Report, 1981-1982.
ED 230 3

***Saint Louis Community Coll. at Florissant Valley, Mo.***
Activities and Homemade Toys for Infants, Toddlers, and Two Year Olds: A Curriculum Workshop.
ED 230 3

***Saint Louis Community Coll. at Forest Park, Mo.***
How to Write Effective Resumes and Cover Letters.
ED 230 2
Preparing for a Successful Job Interview.
ED 230 2

***San Jose Unified School District, Calif.***
The Effects of Regular Classroom Integration for Special Education Students with Visual, Auditory, Physical and Mental Impairments.
ED 229 9

***San Juan School District, Monticello, UT.***
A Utah Navajo History = Dineji Nakee' Naahane'
ED 230 3

***School Science and Mathematics Association, Inc. Bowling Green, OH.***
Microcomputers for Teachers--With Application to Mathematics and Science. Topics for Teachers Series: Number 3.
ED 230 1

***Scientific Manpower Commission, Washington, D.C.***
Opportunities in Science and Engineering. A Chartbook Presentation
ED 230 4

***Scottish Education Dept., Edinburgh.***
Improved Computer-Aided Instruction by the Use of Interfaced Random-Access Audio-Visual Equipment. Report on Research Project N P/24/1.
ED 230 1
School Broadcasting in Scottish Schools. Report of the Inter-Colle Research Project on School Broadcasting.
ED 230 1

***Scottish National Inter College Committee on Educational Research (Scotland).***
School Broadcasting in Scottish Schools. Report of the Inter-Colle Research Project on School Broadcasting.
ED 230 1

***Sequoia Inst., San Jose, Sacramento, CA.***
Business and the Future of Education. Sequoia Action Brief #1.
ED 229 8

***Shell Companies Foundation, New York, N.Y.***
Volunteers and Children with Special Needs. Second Edition.
ED 229 8

***Sonoma State Univ., Rohnert Park, CA. California Inst. of Human Services.***
Management and Resources Handbook on Program Accessibility. Second Edition.
ED 229 5
The Effects of Project Interdependence.
ED 229 9
The Napa Infant Program. Final Program Performance Report, July 1, 1981-June 30, 1982.
ED 229 8

***South Carolina State Dept. of Education, Columbia.***
Technical Works for Basic Skills Assessment Programs. Final Report
ED 230 6

***South Carolina State Dept. of Education, Columbia. Office of Genera Education.***
Ground to Grits. Scientific Concepts in Nutrition/Agriculture.
ED 229 6

***South Carolina State Dept. of Education, Columbia. Office of Research.***
Mathematics: Grades 9-12. Teaching and Testing Our Basic Skills Objectives.
ED 230 4

***South Carolina State Dept. of Education, Columbia. Office of Vocational Education.***
Anatomy and Physiology. Module No. IV. Health Occupations Educatio II.
ED 229 6
Career Exploration. Module No. II. Health Occupations Education I
ED 229 6
Geriatric Care. Module No. V. Health Occupations Education II.
ED 229 6
Health Occupations Education II. Instructor's Manual.
ED 229 6
Introduction to Health Occupations Education II. Module No. I. Health Occupations Education II.
ED 229 6
Microscope. Module No. VI. Health Occupations Education II.
ED 229 6
Safety. Module No. III. Health Occupations Education II.
ED 229 6

***South Carolina State Library, Columbia.***
The South Carolina Program for Library Development, 1983-1988, unc the Library Services and Construction Act (P.L. 95-123, FY 1983).
ED 230 2

***South Carolina Univ., Columbia. School of Education.***
Technical Works for Basic Skills Assessment Programs. Final Report
ED 230 6

***South Dakota State Div. of Elementary and Secondary Education, Pierre.***
State Implementation Grant for Preschool Handicapped Children. Fi Report, September 1, 1981 to August 31, 1982.
ED 229 9

***South Dakota State Div. of Elementary and Secondary Education, Pierre. Office of Curriculum and Instruction.***
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1980.
ED 230 3
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1981.
ED 230 3
Office of Indian Education Survey Results: Indian Self-Identified Certified Staff (ISICS), Fall 1982.
ED 230 3

***South Oklahoma City Junior Coll., Okla.***
Principles and Guidelines for Faculty Evaluation at South Oklahom City Junior College. Revised FY 1982-83.
ED 230 2

***Southeastern Regional Media Leadership Council.***
Black Boxes: The Developing World of Microcomputers. Conference Report.
ED 230 1

***Southern Connecticut State Univ., New Haven. Dept. of Health Sciences.***
Health Planning. Health Policy--Paper #2.
ED 230 4

***Southern Illinois Univ., Carbondale.***
Field Application of Ecological Principles for Physically Handicapped High School Students. Final Report.
ED 230 4

***Southern Regional Education Board, Atlanta, Ga.***
Remedial Education in College: The Problem of Underprepared Students.
ED 230
Retaining Students of Diverse Backgrounds in Schools of Nursing. Faculty Development in Nursing Education Project.
ED 230
Using Program Priorities to Make Retrenchment Decisions: The Case the University of Minnesota.
ED 230

***Southwest Voter Registration Education Project, San Antonio, TX.***
Survey of Chicano Representation in 361 Texas Public School Boards 1979/80.
ED 230 1

***Special Education Programs (ED/OSERS), Washington, DC.***
A Case Study of Technical Assistance to Demonstration Programs fo Young Handicapped Children. Part II.
ED 229 9
A Community-Based Vocational Model for Deaf-Blind Youth: Assessmen of Student Behavior Change and Employer/Co-Worker Attitudinal Change.
ED 230 0
Albuquerque Integration Outreach Project. Final Performance Report July 1, 1981-June 30, 1982.
ED 229
Analyzing Costs of Services.
ED 229 9
Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development. WESTAR Series Paper No. 14.
ED 229 9
Curricula for High-Risk and Handicapped Infants.
ED 229 9
Making Integration Work: A Teacher's Perspective. A Guide to Integrating Handicapped and Nonhandicapped Preschool Children. Appendix D.
ED 229
Strategies for Change.
ED 229 9

***Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.***
Constructing Questionnaires for Early Childhood Special Education Programs. TADScript Number 7.
ED 229
Parent Group Guide: Topics for Families of Young Children with Handicaps.
ED 229
State Implementation Grant for Preschool Handicapped Children. Fi Report, September 1, 1981 to August 31, 1982.
ED 229

***Spencer Foundation, Chicago, Ill.***
Fiscal Response of School Districts to District Fiscal Capacity a State Aid. Working Papers in Education Finance, Paper No. 15.
ED 229
Investigations of Cognitive Strategies and Cognitive Flexibility Hearing Impaired Children. Final Report.
ED 229
Tax Base Composition and Family Income in Measuring School Distri Fiscal Capacity. Working Papers in Education Finance, Paper No. 1
ED 229

***Stanford Univ., Calif. Center for Educational Research at Stanford***
Interdependence and Management in Bilingual Classrooms. Final Report.
ED 229

***Stanford Univ., Calif. Inst. for Research on Educational Finance a Governance.***
Comparing Efficiency between Public and Private Schools.
ED 229
Running the Local Gauntlet: Fresh Insights to District Problems. and Reclaiming Urban Schools: A Modest Proposal. IFG Policy Perspectives, Winter 1983.
ED 229
Social Mobility and Public Sector Employment.
ED 229
The Allure of Legalization Reconsidered: The Case of Special Education.
ED 229
The Educational Implications of High Technology.
ED 229
The Job Market for College Graduates, 1960-1990.
ED 229
The Role of Issue Networks in State Agenda-Setting.
ED 229
What Does Due Process Do? "PARC v. Commonwealth of Pennsylvania" Reconsidered.
ED 229

***State Univ. of New York, Albany. Office of Institutional Research Analytical Studies.***
Utilization of Residence Hall Facilities, Fall 1982 with Trends f Fall 1974. Report No. 9-82.
ED 230

***State Univ. of New York, Old Westbury. Coll. at Old Westbury. Feminist Press.***
Everywoman's Guide to Colleges and Universities. An Educational Project of the Feminist Press.
ED 230

***Stellenbosch Univ. (South Africa).***
Computers in Education. Proceedings of the South African Congress Rekenaars in die Onderrig. Verrigtinge van die Suid-Afrikaanse Kongres.
ED 230

***Swedish Council for Research in the Humanities and Social Sciences Stockholm.***
Swedish Behavioural Science Research Reports, 1981/1982. (Beteendevetenskapliga Rapporter).
ED 230

***SRI International, Menlo Park, Calif.***
Cumulative Effects of Federal Education Policies on Schools and Districts.
ED 229

***Tasmanian Education Dept., Hobart (Australia).***
Education and Local Development in Australian Rural Areas. Resear Study No. 74.
ED 230
Work, Unemployment and Study in the Lives of Young Women from Country Areas. Research Study No. 73.
ED 230

***Teachers of English as an Additional Language, Vancouver (British Columbia).***
Suggestions for Confronting Pronunciation in ESL.
ED 230

***Teaching Research Infant and Child Center, Monmouth, Oreg.***
The Secondary Data Based Classroom Model.
ED 229

***Technology and Education Research Inst., Inc., Cambridge, MA.***
Changes in Occupational Employment in the Food and Kindred Produc Industry, 1977-1980. Technical Note No. 1.
ED 229

***Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.***
Food Service Worker. A Competency Based Instructor's Guide Includ Student Modules for Food Management, Production and Services.
ED 229
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculu
ED 229
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curricul
ED 229
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curricul
ED 229

***Tennessee Univ., Knoxville.***
Parental Power and Behaviors as Antecedents of Adolescent Conformity.
ED 229

***Tennessee Univ., Knoxville. Dept. of Vocational-Technical Educatio***
Food Service Worker. A Competency Based Instructor's Guide Includ Student Modules for Food Management, Production and Services.
ED 229

Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 1-17. Competency Based Curriculum.
ED 229 521
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 18-34. Competency Based Curriculum.
ED 229 522
Food Service Worker. Instructional Modules for Food Management, Production and Services. Modules 35-52. Competency Based Curriculum.
ED 229 523

***Texas Education Agency, Austin. Dept. of Occupational Education and Technology.***
Caregivers of Infants and Toddlers: Instructor's Guide.
ED 229 633
Caregivers of Infants and Toddlers: Student Laboratory Manual.
ED 229 634
Clothing and Textiles.
ED 229 637
Food and Nutrition.
ED 229 646
Home Economics Careers in Food Service.
ED 229 647
Home Economics Careers in Food Service. Teacher Guide.
ED 229 648
Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide.
ED 229 635
Nutrition, Health, and Safety for Child Caregivers: Student Laboratory Manual.
ED 229 636
Orientation: Special Needs. Vocational Education for the Handicapped.
ED 229 638

***Texas Inst. for Rehabilitation and Research, Houston.***
Independent Living Rehabilitation: Program Development, Management, and Evaluation.
ED 229 632

***Texas State Library, Austin. Dept. of Library Development.***
Texas Public Library Statistics for 1981: An Analysis.
ED 230 207

***Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.***
Caregivers of Infants and Toddlers: Instructor's Guide.
ED 229 633
Caregivers of Infants and Toddlers: Student Laboratory Manual.
ED 229 634
Clothing and Textiles.
ED 229 637
Food and Nutrition.
ED 229 646
Home Economics Careers in Food Service.
ED 229 647
Home Economics Careers in Food Service. Teacher Guide.
ED 229 648
Nutrition, Health, and Safety for Child Caregivers: Instructor's Guide.
ED 229 635
Nutrition, Health, and Safety for Child Caregivers: Student Laboratory Manual.
ED 229 636
Orientation: Special Needs. Vocational Education for the Handicapped.
ED 229 638

***Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.***
Planning and Operating Group Homes for the Handicapped.
ED 229 642

***Texas Univ., Austin. Hogg Foundation for Mental Health.***
Relaxation/Covert Rehearsal for Problematic Children.
ED 230 287

***Texas Univ., Austin. Measurement and Evaluation Center.***
Two Validity Studies of CLEP Subject Examination in Elementary Computer Programming: Fortran IV, U. T. Austin, Spring 1979 and Spring 1982. Research Bulletin 82-8.
ED 230 606
Validity Study of CLEP Subject Examination in American Government for Use in Placement and Credit by Examination, U. T. Austin, Spring Semester 1980. Research Bulletin 80-8.
ED 230 605

***Texas Univ., Austin. Research and Development Center for Teacher Education.***
A Study of the Entry Mechanisms of University-Based Teacher Educators. Report No. 9011.
ED 230 493
Reducing and Combining Classroom Observation Categories into Behavioral Profiles. Report No. 5088.
ED 230 492

***Texas Univ., Austin. Research Inst.***
Behavioral Indices of Raters' Cognitive Processing in Performance Appraisal.
ED 229 670

***United Career Center, Clarksburg, WV.***
Competency Based Education Curriculum for Energy Efficient Building Construction.
ED 229 611

***United Cerebral Palsy Associations, Inc., Washington, D.C.***
First Year Block Grant Experiences: Initial Studies. Analysis.
ED 229 845

***United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.***
Education and Work in General Secondary Schools. Report of a Regional Planning Panel (Bangkok, Thailand, June 24-July 5, 1982).
ED 229 527
The Minicourse Approach: What It Is and How It Works.
ED 230 093

***United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.***
Lifelong Teacher Education and the Community School. UIE Monographs 10.
ED 230 490

***United Nations Educational, Scientific, and Cultural Organization, Paris (France).***
A Case Study on Educational Materials and Media in Japan.
ED 230 195
Consultation of Animators of Networks of Educational Innovation for Development. Unesco Conference (Bois du Rocher, September 8-12, 1980). Final Report.
ED 230 457
Contribution to a Study on the Evolution of the Content of General Education (1970-1980).
ED 230 458
Inventory of Data Sources in Science and Technology. A Preliminary Survey.
ED 230 429
Study on the Development of Museums for Improved Integration of the Cultural Heritage into the Education System in French-Speaking African Countries.
ED 230 456
Subregional Seminar on the Use of the Cultural Heritage in Education (Freetown, Sierra Leone, Africa, September 29-October 3, 1980). Final Report.
ED 230 452
Technical and Vocational Education for Women--The Way Ahead.
ED 229 533

***United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Educational Policy and Planning.***
Education and Rural Development in the 31 Least Developed Countries. Reports Studies...S.97.
ED 230 323

***United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures, Content, Methods and Techniques of Education.***
A Case Study on Educational Materials and Media in Japan.
ED 230 195
Educational Innovation for Development. Revised.
ED 230 455
The Network of Educational Systems for Development in Central America and Panama Project, 1975-1979. An Experiment in Technical Co-operation among Countries.
ED 230 453
Trends in Innovation: Basic Education in Africa.
ED 230 454

***United States Conference of Mayors, Washington, D. C.***
Community Education and Health Services.
ED 229 620
Community Education and Housing Needs.
ED 229 619
Community Education and Multiculturalism. Immigrant/Refugee Needs and Cultural Awareness.
ED 229 621

***University of South Alabama, Mobile.***
Research on SACS: Does Accreditation Really Matter?
ED 229 841

***University of Southern California, Los Angeles. Behavioral Technology Labs.***
Techniques for Computer-Based Training of Air Intercept Decision Making Skills. ONR Final Report. Technical Report No. 101.
ED 230 176

***Utah State Board of Education, Salt Lake City.***
A Utah Navajo History = Dineji Nakee' Naahane'
ED 230 347

***Utah State Univ., Logan.***
Interactive Videodisc for Special Education Technology. Final Report.
ED 230 187

***Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.***
Training Manual for External Evaluators. The Vermont Vocational Special Needs Evaluation System.
ED 230 604

***Vermont Univ., Burlington.***
Strategies for Comprehending Important Information in Text by Good and Poor Readers. Final Report of a Research Project. September 14, 1981-December 14, 1982.
ED 229 738

***Victoria Education Dept. (Australia).***
Teleconferencing in Education. Evaluation of the Charlton Pilot Project (or, How the Teachers Blew Up the Charlton Bridge).
ED 230 333

***Virginia Commonwealth Univ., Richmond.***
Turning the Tables on Assistance: Elderly as Care Providers.
ED 229 675

***Virginia Polytechnic Inst. and State Univ., Blacksburg.***
Secondary School Psychological Services: Focus on Vocational Assessment Procedures for Handicapped Students. Proceedings of the Conference for School Psychologists on Vocational Education for Handicapped Students (Blacksburg, VA, May 5, 1982).
ED 229 704

***Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.***
Social Sciences in Forestry. A Current Selected Bibliography, No. 61.
ED 230 412

***Virginia State Dept. of Aging, Richmond.***
Turning the Tables on Assistance: Elderly as Care Providers.
ED 229 675

***Virginia State Dept. of Welfare, Richmond.***
Turning the Tables on Assistance: Elderly as Care Providers.
ED 229 675

***Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.***
Revitalizing the Humanities in the Community College: Final Report, October 1, 1979--September 30, 1982.
ED 230 250

***Washington State Commission for Vocational Education, Olympia.***
A Secondary Curriculum Guide for Health Occupations Education in Washington State.
ED 229 585
Development of a Program Specific Locator Test. Final Report.
ED 229 595
Small School Vocational Cooperative.
ED 229 586

***Washington State Council for Postsecondary Education, Olympia.***
High School to College Transition. Planning Issue Paper No. 3 (Revised).
ED 230 133

***Washington State Univ., Pullman. Dept. of Vocational Technical Education.***
A Secondary Curriculum Guide for Health Occupations Education in Washington State.
ED 229 585

***Washington Univ., Seattle.***
Students' Oral Response to Written Composition.
ED 229 781

***Washington Univ., Seattle. Program Development Assistance System.***
Building and Alliance for Children: Parents and Professionals.
ED 229 950
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 1: Identification and Program Planning.
ED 229 948
Progress or Change: Issues in Educating the Emotionally Disturbed. Volume 2: Service Delivery.
ED 229 949

***Washington Univ., Seattle. Teacher Education Research Center.***
A Literature Search as a Data Source for the Development of a Student Teacher Evaluation System and the Identification of One Hundred Ninety-Nine Evaluation Criteria, 1981-82. Research Report No. 83-2.
ED 230 546

***Weber State Coll., Ogden, Utah.***
A Utah Navajo History = Dineji Nakee' Naahane'
ED 230 347

***West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.***
Competency Based Curriculum for Prevocational Exploration Consumer and Homemaking.
ED 229 609
Competency Based Curriculum for Prevocational Exploration Hospitality.
ED 229 610
Competency Based Education Curriculum for Energy Efficient Building Construction.
ED 229 611

***West Virginia State Vocational Curriculum Lab., Cedar Lakes.***
Competency Based Curriculum for Prevocational Exploration Consumer and Homemaking.
ED 229 609
Competency Based Curriculum for Prevocational Exploration Hospitality.
ED 229 610
Competency Based Education Curriculum for Energy Efficient Building Construction.
ED 229 611

***Western Australia Education Dept., Perth.***
Identifying High-Ability Disadvantaged Students. Discussion Paper No. 13.
ED 230 660

***Western Australia Post Secondary Education Commission, Nedlands.***
Learning and Earning: Papers and Proceedings of a Seminar Held on March 24, 1983.
ED 229 547

***Western Australian Education Dept., Perth. Research Branch.***
New Directions in Rural Education: A National Conference on Rural Education (Perth, Australia, 1979). Conference Report.
ED 230 360

***Western Illinois Univ., Macomb. Coll. of Education.***
The Use of Restitution and Time-Out for Destructive Behavior in Emotionally Disturbed Children.
ED 229 969

***Western Michigan Univ., Kalamazoo.***
Current Trends in Measuring American Undergraduates' Persian Language Proficiency.
ED 230 071

***Western States Technical Assistance Resource, Monmouth, Oreg.***
Basic Competencies for Personnel in Early Intervention Programs: Guidelines for Development. WESTAR Series Paper No. 14.
ED 229 937

***William Paterson Coll., Wayne, N.J.***
New Jersey Mediagraphy.
ED 230 188

***Willow River Indian Benevolent Association, Coos Bay, OR.***
The American Indian Social Studies Curriculum Activity Guide, Grades 7-8.
ED 230 315
The American Indian Social Studies Curriculum Activity Guide, Grades 9-12.
ED 230 317

***Winston-Salem State Univ., N.C.***
School Psychologists' Use of Nondiscriminatory Assessment: Implications for Educating Handicapped Minority Students.
ED 230 002

***Wisconsin Association for Vocational and Adult Education.***
Base Line Survey of Wisconsin Legislators on Vocational Education.
ED 229 529

***Wisconsin Center for Education Research, Madison.***
Computers and the Classroom. A Resource Guide.
ED 230 167
Salience of Word Properties in Naming: Effects and Non-Effects of Syntactic Complexity. Program Report No. 83-11.
ED 229 746
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 657

***Wisconsin Communication Association.***
Teaching Freedom of Speech.
ED 229 822

***Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.***
The Economic Development Opportunity. A Guide for Building VTAE District-Community Partnerships for Economic Development.
ED 229 582

***Wisconsin State Dept. of Public Instruction, Madison.***
Computers and the Classroom. A Resource Guide.
ED 230 167

***Wisconsin State Dept. of Public Instruction, Madison. Social Studies Curriculum Study Committee.***
Program Improvement Guide for Social Studies Education in Wisconsin. Revised.
ED 230 465

***Wisconsin State Occupational Information Coordinating Council, Madison.***
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 507
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 508
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 509
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 510
Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 504
Classification Structures for Career Information. Occupational Statements, Volume I. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 505
Classification Structures for Career Information. Occupational Statements, Volume I. Part 3. SOC Numbers 6699 to 9900. Interim Edition.
ED 229 506
Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 511

***Wisconsin Univ., Madison. Center for Demography and Ecology.***
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 657

***Wisconsin Univ., Madison. Graduate School.***
Effects of High-Order Rule Instruction on the Development of Social Problem Solving Skills in Preschool Children.
ED 230 300

***Wisconsin Univ., Madison. Inst. for Research on Poverty.***
The Influence of Catholic Schools on the Desegregation of Public School Systems: A Case Study of White Flight in Boston.
ED 230 657

***Wisconsin Univ., Madison. Vocational Studies Center.***
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 507
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 2. SOC Numbers 4499 to 6560. Interim Edition.
ED 229 508
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3A. SOC Numbers 6699 to 7679. Interim Edition.
ED 229 509
Classification Structures for Career Information. Occupational Characteristics, Volume II. Part 3B. SOC Numbers 7700 to 9900. Interim Edition.
ED 229 510
Classification Structures for Career Information. Occupational Statements, Volume I. Part 1. SOC Numbers 1099 to 4490. Interim Edition.
ED 229 504
[illegible]
Classification Structures for Career Information. Volume III: Technical Information. Interim Edition.
ED 229 511

[illegible]